DOCUMENT RESUME

ED 444 607 JC 000 456

AUTHOR	Martinez, Katherine, Ed.
TITLE	FACCCTS: The Journal of the Faculty Association of California Community Colleges, 1997-1998.
INSTITUTION	California Community Colleges, Sacramento. Faculty Association.
PUB DATE	1998-00-00
NOTE	150p.; Published four times a year.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	FACCCTS: The Journal of California Community College Faculty; v4 n1-4 Sep-May 1997-98
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*College Faculty; College Role; *Community Colleges; *Distance Education; Educational Technology; *Institutional Mission; *Newsletters; *Teacher Empowerment; Two Year Colleges
IDENTIFIERS	*California Community Colleges

ABSTRACT

This document contains the four Faculty Association of California Community Colleges (FACCCTS) newsletters published during the 1997-98 academic year. The first issue, entitled "Realities, Myths, and Perceptions of the California Community Colleges," contains the following articles: "Myth Perceptions," "Budget Brings Great News for Faculty," and "Hope for the Future." The second issue, entitled "Faculty Empowerment," contains the following articles: "Primary Colors" and "Each One Teach One." The third issue, entitled "www.HigherEd.com: Find Out Why Distance Ed Is Not Inevitable in the Colleges," contains the following articles: "Distance Ed Is Not Inevitable" and "The Future is Here--What Should We Do About It?" The fourth issue, entitled "Talking Technology in Pasadena," contains the following articles: "FACCC Conference Highlights" and "Election Preview." These four newsletters also contain a variety of feature columns and articles such as "Letters to the Editor," "Fast FACCCTS," "Teaching Gen X: Ask Their Advice?," "Virtual Universities Spark Questions," "Welfare Students Find Work," "Congress Passes HOPE Tax Credits," and "Seven Myths of Ed Technology." (VWC)

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FACCCTS:

The Journal of the Faculty Association of California Community Colleges

1997-1998

Volume 4

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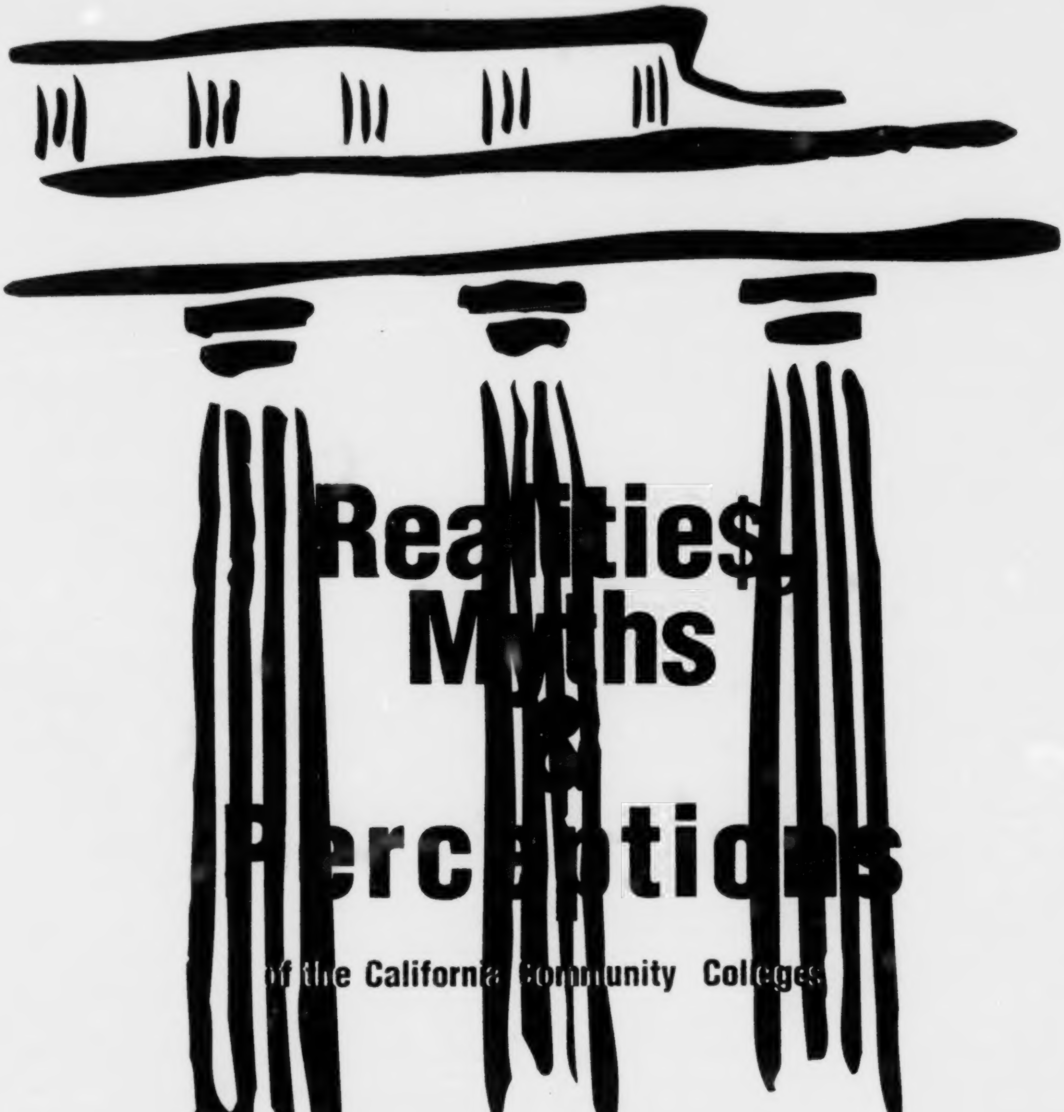
FACCCTS

THE JOURNAL OF THE FACULTY ASSOCIATION OF CALIFORNIA COMMUNITY COLLEGES
Volume 4 Number 1 September 1997



Realitie$, Myths & Perceptions

of the California Community Colleges

Budget '97

Also: The CCC system has just received the biggest budget increase in its history. What does it mean for faculty? Page 6

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Inside

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Myth Perceptions

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We often hear myths about the community colleges. The fact is, the colleges are tackling a new mission as they struggle to accommodate a flood of welfare recipients seeking education and job training. Read your colleagues' list of myths and find out your state legislators' perceptions of the colleges on page 12.

Hope for the Future

Page 8

FACCCTS brings you snapshots of some welfare recipients who attend community college while raising families. They all hope that a community college education will give them the tools to build better lives and futures. See page 18 for an analysis of the state's new welfare program, page 19 for job development news, and page 20 for why the colleges must help create jobs.

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WHAT'S NEW / WHAT'S NOT

On the cover: What myth perceptions have you heard about the community college system? And what are the realities? Write a letter to the editor and share your insights with your colleagues. See details on page 4. Cover design: Katherine Martinez

FACCCTS

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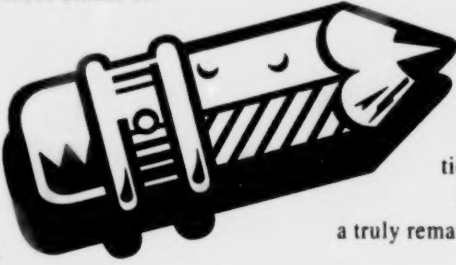
FACCCTS *is the journal of the Faculty Association of California Community Colleges (FACCC), a nonprofit professional association promoting unity and professionalism among California Community Colleges faculty. FACCC also advocates on behalf of faculty to encourage policymakers to provide adequate resources and appropriate laws and regulations to assure Californians broad access to quality community college education.* FACCCTS *is published four times during each academic year, offering information, analysis, and provocative points of view about the politics, philosophy, and practice of education.* FACCCTS' *primary purpose is to provide a forum for faculty and the CCC "community." Opinions expressed are those of the authors and do not necessarily represent those of FACCC, its Board of Governors, general membership, or staff.* FACCCTS *publishes letters to the editor, commentaries, and other contributions on a space-available basis.* FACCCTS *reserves the right to condense and/or edit all text according to The Associated Press style and as deemed necessary. For a copy of writers' guidelines, please call FACCC at (916) 447-8555, fax (916) 447-0726, e-mail writefaccc@aol.com or write to: Katherine Martinez, FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Visit our Web site at http://www.faccc.org.*

Letters

FACCC & CCC Board Nurture Ties

Editor's note: The following is an April 28 letter to FACCC Executive Director Patrick McCallum. Reprinted with the author's permission.



Please extend to Leslie [Smith], Sam [Weiss], and all members of the FACCC board our sincerest appreciation for including us in the legislative Republican Caucus dinner on April 22.

Yvonne Bodle, Vishwas More, and I feel that it was probably one of the most successful meetings we have attended in the last few months.

Thank you also for including [Governor Pete Wilson's representative] Julie Justus. Because of our dinner meeting, she has promised me that she will start interviewing faculty [for the CCC board faculty seat] in the next few weeks. She has also restated her commitment to give equal opportunity to all faculty members who have been nominated. I believe this is tremendous news and I look forward to having some appointees by our July meeting.

I have shared with Chancellor Nussbaum and other members of the Board FACCC's commitment to systemwide issues and how proud you, Leslie, and Sam made us feel. As important questions and issues were raised by the Republican Senate and Assembly members, it was extremely rewarding to hear of their commitments to our system. I know you and your leadership have played a great role in bringing about some of this movement. The board looks forward to even greater results thanks to joint efforts with organizations like yours.

Congratulations and thank you again for a truly remarkable evening of dialogue.

Alice Petrossian
President, California Community Colleges
Board of Governors

FACCCTS *welcomes letters via phone (ask for Katherine) (916) 447-8555, mail (926 J Street, Suite 211, Sacramento, CA 95814), fax (916) 447-0726, or e-mail <writefaccc@aol.com>. You may also use the form below. Please keep letters under 250 words and include your name, address, and daytime phone number for verification.* FACCCTS *reserves the right to edit letters for length, clarity, and style.*

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New Missions Create Challenges for CCC

LESLIE SMITH

FACCC has an exciting year ahead, and I'd like to tell you a little about what we have planned. But first, I'll share how FACCC did last year on its strategic plan.

During the board retreat last month, we found that we had done quite well in accomplishing last year's goals in advocacy and policy issues. FACCC led a tremendous grassroots effort last fall and succeeded in bringing pro-education forces back to the majority in the Legislature. FACCC sponsored full-time faculty, part-time office hours and Proposition 98 legislation.

FACCC led issue forums on educational technology, welfare reform, calendar reform and workforce development, specifically One-Stop Shops. FACCC cosponsored professional development workshops with the Academic Senate on both the 1996 and 1997 California Community College budgets, as well as your local budgets, vocational education, counselors and librarians, and information competency. In addition, FACCC joined with the Senate, CFT, CTA and the Independents to offer two workshops on part-time issues. Membership is one area, however, in which we should have been stronger. See the annual report in this *FACCCTS* for details, page 23.

So what's the plan for this year? When the FACCC Board of Governors met in August we drafted a strategic plan for the coming year. Our top legislative priority is to continue to improve the funding for the California Community Colleges. Although we received more dollars for the California Community Colleges than ever, we also served more people. The California Community Colleges are the lowest taxpayer-supported system in the nation, and taxpayer support for community colleges has shown a severe erosion since 1975. Furthermore, we spend about half the national average per FTES. So if this is true, how have the California Community Colleges done it? Our class sizes are larger, our teaching loads are greater, and we have increased our reliance on part-time faculty to fill the funding gap. FACCC has been leading the effort to engage in realistic discussions regarding the California Community Colleges' funding. We need to increase funding of our general apportionment so that local district can use the money to improve standards, including libraries, student service services, and full-time faculty. Therefore, our second legislative strategy will be to pursue full-time faculty positions. Not only will we ask for a special fund for full-time faculty, we will integrate all infrastructure costs into all budget line items, especially costs of employing full-time faculty, and we will continue to advocate for improving the conditions of part-time faculty.

The California Community Colleges have been given two new missions: economic development and welfare reform, with funds targeted for expenditure to meet these specific needs. FACCC will continue to develop policy around these two issues, as well as, public-private partnerships, STRS and calendar reform, accountability, and educational technology, so that we can lead any legislative efforts in these arenas. Furthermore, Chancellor Tom Nussbaum has received funding to "reinvent the Education Code and Title V." Gerry Hayward, former Chancellor of the California Community Colleges, has been hired to lead that effort, and FACCC will make sure faculty rights are protected and expanded.

See Strategic Plan, page 39

FACCC Would like to Hear From You

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View From The Front

Budget Brings Great News for Faculty

PATRICK MCCALLUM

The community college budget received its biggest increase, with $430 million this year. Of that, $300 million is on-going money.

It's probably the colleges' best year since 1988 when community college reform bill AB 1725 became law.

The average faculty member will have a reasonable salary increase with the 2.97 percent Cost-of-Living-Adjustment (COLA), new instructional equipment, a larger student body to teach (which may include more welfare recipients) and new demands to expand economic and job development.

I've received many calls on this complex budget, and would like to address some questions.

(1) Why such a big increase this year? It's a combination of reasons: the thriving California economy, negotiations for a bigger Prop 98 share, bipartisan support for the community colleges, and an active community college alliance. The final reason is that the California Teachers' Association, California Federation of Teachers, FACCC and public employee unions successfully battled Gov. Pete Wilson's proposed tax cut that would have cut $90 million per year from community colleges by the year 2000.

(2) Why does the governor keep vetoing full-time faculty items? The governor does not believe full-time faculty make a difference in educational quality.

If the governor vetoed the money for SB 877 (to create a state budget category for hiring more full-time faculty), why do we have to hire more full-time faculty? Because of two provisions. One is from AB 1725, which creates a base for full-time faculty hires. This year requires a net 353 new full-time hires. The other is a Title 5 regulation that calls for increasing the number of full-time faculty by growth, and FACCC is trying to include counselors and librarians.

(3) Why do the colleges receive one-time money? The 1992 budget battle resulted in a provision that called for excess Prop 98 money from prior years to be paid to the community colleges as a backfill in the following year, rather than going into the Prop 98 base.

(4) Do the community colleges have enough space to welcome more students? We will reach a saturation point very quickly because facility money will not come in time to accommodate this rapid growth. The colleges will have to expand in other ways, such as more facility use and leasing space off campus. We hope to help overturn the required two-thirds majority so that residents can vote for local capital outlay projects.

(5) What changes do you see ahead in welfare reform? The state's newly revised welfare program is the biggest change in government since Proposition 13. The community college role in welfare reform is a little unclear, although we know we'll have to provide shorter, specific programs to help welfare recipients get jobs within their time limits. The colleges will receive $65 million this year to rebuild programs that will serve additional welfare recipients.

(6) What can we expect for next year's budget? We can probably count on seeing a 7 percent increase that would include money for COLA, growth, and programs serving welfare recipients.

(7) Why the recent success for part-time faculty? FACCC was able to successfully lobby its sponsored part-time faculty bills for two years. Last year it was district incentives for health benefits, and this year it was a paid office hours (at press time, the governor had vetoed the $2 million for office hours but it looked likely he would restore it). This is a positive sign. FACCC will continue to plan more strategically for part-time issues — getting support from Republican legislators, for example — which has paid off when legislators like Jim Cunneen can convince the Republican governor to support our bills.

(8) How does California compare to other states?

Despite the two years of increased community college spending, we are still underfunded and one of the lowest taxpayer-supported college systems in the U.S. Plus, our instructors have larger class sizes and teach one class more than the national average. We also have more part-time faculty than any other U.S. college system. We still have a lot of ground to cover in catching up with other states.

I welcome your comments on these issues, and look forward to another exciting year.

Editor's note: See page 40 for budget details.

Patrick McCallum is executive director of FACCC.

View From Washington

Spending Bills May Threaten Education

Congress, before its August recess, passed a major tax cut bill, a balanced budget plan and the outline of spending bills for 1998 — all of which will significantly impact colleges and their faculty and students in coming years. The spending bills provide tax relief and increased educational funding opportunities, but may threaten future education-based discretionary funding.

LYNDA DAVIS

Tax Relief Bill

Congress passed the first major tax legislation in 16 years, the compromise Taxpayer Relief Act of 1997 (H.R. 2014), which included $95 billion worth of tax cuts over five years, almost $40 billion of which are education related:

Lawmakers approved a modified HOPE Scholarship for students enrolled at least half-time in a program leading to a recognized educational credential at an eligible institution (certain proprietary and vocational institutions are eligible).

HOPE provides a tax credit (for the first two years of college) worth 100 percent of the first $1,000 out-of-pocket expenses related to tuition, fees and books required for attendance. It also provides a tax credit worth 50 percent of the second $1,000 of tuition (equaling $1,500 per student per year, phased out at incomes of $40,000 to $50, 000 for individuals and $80,000 to $100,000 for joint filers). The credit would effect expenses paid after Dec. 31 this year for education received after that date.

Congress provided a tax exemption for undergraduate tuition, books, room and board expenses paid through state-sponsored, prepaid programs. The limit is $10,000 per student per year, with an aggregate maximum deduction of $40,000 per student. Lawmakers also gave a $2,500 annual tax deduction for student loan interest payments and created a new education expense Individual Retirement Account allowing contributions up to $500 per child from individuals with incomes up to $95,000 and from joint filers with incomes of $150,000. The tax exemption for up to $5,250 of employer-provided tuition was extended for another three years, but only for undergraduate education expenses.

Balanced Budget

The Balanced Budget Act of 1997 (H.R. 2015) is designed to produce a balanced budget by 2002, the first time since 1969. Overall federal spending will decrease by $270 billion over the next five years, requiring future reductions in discretionary programs such as competitive, institution-based education grants.

Education will directly contribute $1.76 billion in savings from federal student loan programs by reducing administrative funds in the direct and guaranteed student loan programs.

Students and their families won't see their costs affected, nor their loan access curtailed. Colleges would no longer be able to charge a $10 processing fee for Direct Student Loans.

Appropriations

These include: increasing Pell grant maximum awards from $2,700 to $3,000, giving $1.015 billion to basic grants (Title III) under the Perkins Act, keeping adult education (Part B) state grants at $340 million, slightly increasing School-to-Work to $200 million, keeping Institutional Aid (Title III - Part A) constant at $55.4 million, and eliminating State Student Incentive Grants.

Pending Legislation

In additional to completing work on the education spending bill in September, the education authorizing committees hope to finish the reauthorization of the Vocational Education Act (H.R. 1853) and reforms to the federal job training programs. The number of people enrolled in vocational education or training — who are counted as meeting the work requirement under last year's Welfare Reform Act — will be limited to 30 percent under an approved amendment.

For its part, the administration will put details on President Bill Clinton's proposal to spend $350 million over five years to attract 35,000 new teachers into temporary urban and rural schools. Colleges with strong teacher-training programs would likely participate in this proposed program.

Even with a reinvigorated, fast pace, Congress is not expected to complete all its work by the new fiscal year deadline of Oct. 1. Faculty concerned about next year's funding or outstanding legislation may even have time to "talk turkey" with their representatives at Thanksgiving.

Lynda Davis of Davis O'Connell is FACCC's Washington, D.C. lobbyist.

Snapshot:

Welfare Reform

Hope

Mothers Pursue Career

Sharonda Ball, a welfare recipient, is studying marketing at American River College. Her sons are twins Jamie and Julian, 6, Jordan, 5, and Jaylen, 2.

Stories and Photos by Katherine Martinez

Their situations may be slightly different, but their dreams are the same.

One mother just wants a steady, $2,000-a-month office job. Another is hoping welfare reform won't crush her dream of becoming a registered nurse. A third recently finished her associate degree and has entered a teaching program at a university.

These community college students, all receiving welfare, have at least one thing in common: the hope that a community college education can help them attain better lives.

"Poor people think, 'why dream?'" said 28-year-old Sharonda Ball. [But] "if I can get out of a deadly situation, I can do anything."

Ball, 28, is the single mother of four young boys who escaped from her abusive husband in Ohio two years ago. She's now a marketing student at American River College.

Ball makes it clear from the start: she hates depending on welfare.

"I am not comfortable at all getting welfare. That's not where I want to be," she said. "I hate it. It's embarrassing."

This summer, Ball couldn't afford to buy one of her twins cough syrup. The pharmacist was rude to her, adding insult to an already painful situation.

What keeps her going, she said, are a strong faith in God, encouraging words from other Cooperative Agencies Resources for Education students, her instructors' compassion, and hope for a better life. After finishing at the community college, she plans to get a job and take two night classes per semester to work toward a bachelor's degree with a minor in her true calling, journalism.

She looks forward to the day when her sons can say their mom's educated. "If my boys learn anything from me," Ball said, "it's to try."

Welfare Reform Still in Fledgling Stages

Although district programs for dealing with welfare reform depended on the outcome of the state budget, district officials weren't just waiting. In Sacramento, for example, the Los Rios Community College District had already been carrying out a plan to prepare for welfare reform by training county welfare workers to handle the new students, said Debbie Travis, director of occupational education.

for the Future

Goals in Sacramento-Area Community Colleges

The district has also given counseling and career guidance classes for welfare students, in partnerships with Yolo and Sacramento counties and community organizations, and held student workshops on welfare reform.

"Colleges across the state are really looking at this," Travis told *FACCCTS* in July. "Our chancellor said we need to do everything possible for [the students] to continue their education."

Jane Woo, the coordinator for Extended Opportunity Programs and Services at Sacramento City College, said in July that women just starting college programs are most in danger of getting their welfare cut. And that would hurt students who are among the most determined to do well in classes.

Claudia Hansson, dean of counseling and student services at Cosumnes River College, said her staff gave about six information workshops, only to greet a small number of students. "Honestly, we haven't had a lot of people in here yet, because nothing's happened yet," she said.

But the college is preparing. It applied for and will receive a welfare reform grant from the state Chancellor's Office that will fund three core programs to move welfare students into jobs quickly in the areas of (1) office skills/basic computer (2) food service production, and (3) early childhood education.

Please see Hope, page 42

Sacramento Mother Makes Her Children Proud

"A lot of people don't even know they can go to college," Cindy Martinez said of welfare recipients.

Martinez, 31, a mother of four, turned her life around about 2½ years ago with the help of welfare and the Cooperative Agencies Resources for Education program at Sacramento City College. She wants to enter the college's three-semester program to become a registered nurse. First, though, she must complete her associate degree, and she's not so sure she'll be able to do that.

If the welfare reform time limits force her off welfare, Martinez will have to quit school, scramble to find a full-time job, and try to finish school at night. Because the nursing classes are only during the day, she'd have to reevaluate her career goal.

It would be another cog in the wheel of a difficult life, including a tumultuous childhood: Martinez's mother had a mental breakdown, her father battled a drug addiction, and they put her in a group home when she was 7.

"I didn't exactly come from the perfect family," Martinez said one day in June at her Sacramento home, where a living room shelf is crammed with pictures of her children, Nicole, 14, Jeff, 12, Matthew, 7, and Ashley, 2.

Cindy Martinez and her family

Financial aid supplements the food stamps and $400 a month she gets in welfare. She babysits a friend's two children five days a week and goes to class during her "days off." She also works three hours a week at Ashley's campus day care center.

Martinez is eager to forge a better life. The days of speed addiction are behind her —she's been "clean" two years and is in a 12-step program. She said she wants her children to know what opportunities an education can open.

"I think they're proud of me," Martinez said with a smile. "I think it sets a good example. I want them to go to college."

FACCC Friends Fight for Community Colleges

Speaker of the Assembly Cruz Bustamante, top, who spoke at FACCC's conference in February, lobbied hard in budget talks for FACCC's bill to hire more full-time faculty. Bill Lockyer, Senate President Pro Tem, above, talked with faculty at the National Maritime Museum during the conference. He led Senate support of FACCC bills. U.S. Senator Barbara Boxer, right, met last year with FACCC president Leslie Smith, vice president Sam Weiss and executive director Patrick McCallum on the Senate floor in Washington, D.C. Boxer assisted FACCC in pushing for HOPE Scholarship revisions.

Faculty Reveal Public's Myth Perceptions

The following are some responses from the FACCC Web site "Question of the Week" section, answering the question: "What myth perceptions are prevalent in your area?"

It is my belief that the typical citizen does not grasp the funding formulas that provide monies to community colleges and how these funds are divided to support education and related operational costs. Moreover, they do not understand the data on fee-exempt student populations that colleges provide services to nor the resultant fiscal impact to the college. Lastly, citizens do not grasp the various funding/restrictions to provide human resources utilized to service nontraditional students who require costly support, i.e. translators, tutors, adaptive devices, administrative costs, etc. all of which are expensive and expected to increase. Good luck. — **John Britto, San Joaquin Delta College**

I, for one, am sick of hearing that community colleges are the "Last-Chance Tech" of postsecondary education. The public (and I suppose that includes some legislators) seemingly think that, because a person receives education at a community college, they are getting little more than a watered-down version of the "true" university or state college. At Chabot College, I have often heard students complain that their high school teachers and counselors refer to us as "Hesperian High."

I don't know what can be done about it. Our students, for the most part, get as rigorous an education as state colleges and universities. The difference between the two institutions? More personalized instruction and attention at the community college. — **Nancy Cowan, Chabot College**

Here's a myth that is probably widely held: that as a part-timer, I get paid $30 an hour. That's what's published in the lists, so it must be true! But where's the fine print that explains those are contact hours? Or that I'll work two to four unpaid hours for each of those I'm paid for?

— **Deborah Gerth, College of the Redwoods**

How about the ever-prevalent one that faculty don't work. That faculty try to find ways to avoid their contractual obligations. Or how about the really BIG myth: shared governance. CEOs have spent a lot of time this year trying to find ways to dismantle it. I may have missed it, but I haven't really seen FACCC doing much of anything to reinforce it.

— **Gary Morgan, Oxnard College**

Myth: Attending a community college doesn't really improve the students' economic success.

Reality: A study by Jack Friedlander, Santa Barbara City College's vice president of academic affairs, found that the average third-year, post-college wages of occupational education students 24 years or younger, who earned an associate degree or certificate, were 41 percent greater ($25,866) than those of students who withdrew from college before completing any units ($18,326).

Care to comment on these myths and realities or let us know about some in your area? Write a letter to the FACCCTS *editor, 926 J Street, Suite 211, Sacramento, CA 95814, fax to (916) 447-0726 or e-mail <writefaccc@aol.com>. Or use the form on page 4. Keep your letter to 250 words, sign it, and include a daytime phone number for confirmation.*

Stern Slams Community Colleges

A journalism major asked radio shock-jock Howard Stern what he thought of statements about him in her textbook. " 'Where are you a student?' Stern asked. The woman replied that she attended a community college. 'Oh, it's a junior college,' Stern lashed back. 'You know, when you graduate from that place, you'll be qualified to go to high school.' "

"OK, Howard Stern is supposed to be outrageous...no, his opinion doesn't represent the whole country. But it reminded me that community colleges often suffer from an image problem...There is much to be proud of...we can do more in the future if we make a concerted effort to promote our strengths and successes." — from "Polishing the Community College Image," by Rodman A. Sims of Coastline Community College, July 14 *Community College Week*.

FACCCTS' Capitol

The Questions

1. **What do you perceive is the California Community Colleges' mission?**
2. **Who do you perceive are community college students?**
3. **What do you think of the community colleges' funding?**

The following are responses to a June survey *FACCCTS* sent to all state legislators' offices.

Assemblymember Fred Aguiar (R-Chino, District 61)

1. The California community colleges have a mission as diverse as their student bodies. They provide a solid two-year, post high school education, ongoing job training and vocational education, and job specialization curricula. Most importantly, they offer individuals the opportunity to continue their education and pursue the careers of their dreams. Because they provide so many opportunities to so many people, California's community college system is one of our greatest educational resources.

2. The collective student body served by the community colleges encompasses a wide array of individuals from all walks of life: high school graduates not yet ready or able to enter a four-year university; individuals seeking to improve their job skills; mid-career professionals wanting to train for a new profession; and adults wishing simply to continue their education. Each can find the resources they need at their local community college. There is a place for everyone in the community college system.

3. The California community college system has a long history of providing a first-class education at a reasonable cost. As we strive to improve the overall education quality in this state, we must not forget the community colleges' critical role. By making a quality education available to everyone, community colleges in California improve the lives of more people than any other class of post-secondary institutions. To maintain this tradition, the state should fund them accordingly.

Senator Dede Alpert (D-Coronado, District 39)

1. California's community colleges should continue to provide an educational opportunity to everyone who has the ability to benefit from instruction — including adults who haven't graduated from high school who need access to programs offered in the community college, general equivalency instruction, job training, English as a Second Language, and high school graduates who wish to transfer to a senior level.

2. Senior citizens who always wanted to get a degree; returning veterans; adults who, after years in the workforce,

Second Annual Legislator Poll

Perceptions

seek additional education; individuals who seek career changes; newly arrived immigrants; those on public assistance who desire workforce skills; and high school graduates who wish to fulfill lower-level academic coursework before going on to other higher education institutions.

3. I believe in a fair and equitable split of Proposition 98 funding — important in order to ensure adequate job training.

Assemblymember Tom Bordonaro, Jr.
(R-Paso Robles, District 33)

1. I perceive the mission of the California Community Colleges system is to provide anyone, with the passion and desire, access to higher education. At California's community colleges the students receive a quality, lower-division education that allows them to transfer to four-year colleges and receive technical vocational training.

2. Community college students come from all ages, economic, academic, and cultural backgrounds. Nevertheless, there is a common thread in the midst of this great diversity: it is these scholars' drive for self-improvement.

3. The community college system needs adequate state funding. Otherwise, providing educational access to all who want the opportunity would be a very arduous task. This is why I voted in support of [FACCC-sponsored] SB 703 (Jack O'Connell) in 1996. SB 703 provided community colleges with an appropriation of $9.4 million to correct a 1995-96 deficiency in the system-wide budget that arose when property tax revenues fell short of what was projected in the 1995-96 state budget. Furthermore, I believe the community college system has not been equitably treated in the past, and has often taken the back seat to four-year institutions. Moreover, even though community colleges are some of the most efficiently run educational institutions, giving you the best bang for your buck, they are underutilized.

Senator Raymond Haynes (R-Murieta, District 36)

1. To act as a transition for the workforce. Community colleges' main mission is to train or retrain California's workforce.

2. Two types: (1) Transitional students between high school and college and/or work, (2) Workers or former workers seeking to upgrade their skills.

3. I believe community colleges make maximum use of minimum dollars. They do deserve more money since they have proven themselves careful stewards of the money they have.

Senator Teresa Hughes (D-Inglewood, District 25)

Thank you for the opportunity to speak on community colleges. I believe the community colleges have several somewhat separate, albeit important, missions that affect the welfare of the entire state.

Serving Californians' educational needs is a major goal. There are the high school graduates who need additional training to get into the job market. There are others who want to graduate with a four-year degree, but for academic or fiscal reasons must go to community colleges before they can move on to a four-year college. Then, of course, there are the adults in the workforce who need to brush up their skills, or others who are retired who just enjoy learning.

Question number two is included in above response.

The community college mission is to serve them all.

I would like to see an increase in the state's share without a negative impact on K-12. Community colleges are especially important to the minority community, as they offer a bridge both to better employment and higher education.

Senator David G. Kelley (R-Idyllwild, District 37)

1. To be a stepping stone in the educational process between high school and a higher university education.

2. All ages of society who want to learn.

3. It is adequate.

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Senator William J. "Pete" Knight,
(R-Palmdale, District 17)

1. In my mind, California Community Colleges have a unique mission. They are really the workhorse of the higher education system in California. They are expected to prepare students to transfer to four-year universities, offer a terminal associates degree that is meaningful, provide jobs skills that will be required in the community they serve during the next technology wave, and maintain a demanding curriculum that is appropriate to all of these tasks.

2. Community college students can be any of the people that fit in to the categories above. I would imagine that statistics show that you have some 18-year-old recent high school graduates walking around campus, but also a greater number of people returning to education after time in the military, raising a family, finishing the first career, or desiring to start a new career path.

> Reality:
>
> "We must have the…resolve to adequately fund and maintain our community colleges."
>
> **— Assemblymember Ted Lempert**

3. This is a tough question to answer because every program in state government would like to increase their funding. Many people think education funding is the most important aspect of the state budget. However, when asked what part of education, the education community begins to divide into several different factions.

Currently, my main concern is infrastructure. Antelope Valley College, College of the Canyons, Barstow Community College, Cerro Coso, and Victor Valley College are all located in high-growth areas. They need more than just programs. I want to see them get the facilities they need.

Senator Bill Lockyer (D-Hayward, District 10)

1. The mission of the community colleges is to offer low-cost, high quality college level instruction to California residents. Community colleges prepare students for the future. Some students prepare to transfer to four-year universities. Others study for an associate in arts or sciences degree or for a certificate that prepares them to enter the workforce. Community colleges also offer remedial instruction and support services that help students succeed.

2. Community college students cover a broad range, from those who graduated from high school at the top of their class and are preparing to transfer to a four-year university to those with few skills who are preparing to enter the workforce. The majority of students are young adults. However, older students also have a strong presence.

3. In leadership discussions, I have supported funding community colleges at 10.3 percent of the Proposition 98 split with K-12 for the 1997-98 budget year. I believe this will provide a fair share of this year's new resources. I also support augmentation to help provide more job training for welfare recipients. I am working to ensure that community colleges fully recover from cuts which resulted from California's lengthy recession and resume their proper role as a full partner in California's higher education system.

Assemblymember Kerry Mazzoni
(D-Novato, District 6)

1. I believe the mission of the community colleges is to provide quality education to all students who have an interest in furthering their education. Because community colleges are less cost prohibitive, offer flexible schedules for working and return students and are often conveniently located, they provide opportunities for students who would otherwise not be able to attend college.

2. I perceive the community college students are representative of the community in which they are located. I do not know the specific gender, economic status or racial make-up of the student populations, but perceive them to be generally similar to the at-large population. However, I believe that the vast majority of students are under 30. I believe the community colleges are a better cross-section of California's population than the University of California or California State University system.

3. As with most areas of education, I believe the community colleges could benefit from additional funding. However, since my election to the Legislature, community colleges have generally fared well in the budget process. While they have not been funded as well as K-12, community colleges have received an increase in resources from the current year to the following year and have received additional one-time monies to address facility maintenance, library maintenance and other needs.

Assemblymember Deborah Ortiz
(D-Sacramento, District 9)

1. The California Community Colleges' mission is multi-faceted. Its mission is to academically and vocationally serve the educational needs of both younger and older students. Within this context, it is also responsible for providing remedial courses, non-credit courses, and community services courses. Finally, it must balance course delivery with providing general education to the significant numbers of students who seek to transfer to four-year colleges and universities or train for specialized occupational fields.

2. The community college student is as demographically, culturally, linguistically and ethnically diverse as our state. Also, the student population is cross-generational, encompassing recent high school graduates, older returning students as well as seniors. In addition to the aforementioned populations are students who are immigrants.

3. Current enrollment has increased significantly and even conservative projections suggest this trend will continue to increase over the next several years. The community colleges must find new and innovative ways to accommodate this growth. Obviously, state and local authorities will need to continue to assess traditional funding sources given these projections. However, in addition to this funding, we need to explore other creative solutions. Even with voter approval of bond measures to build new facilities, and increases in state funding, the colleges need other strategies to meet these challenges.

> Myth:
> "[The community colleges' mission is] to be a stepping stone in the educational process between high school and a higher university education."
> **— Senator David G. Kelley**

Senator Adam Schiff
(D-Burbank, District 21)

1. To meet the needs of the diverse student body and to prepare these students for the opportunities and challenges of the 21st century, whether that be in vocational education, specialized training, or traditional academics. This means that the colleges must respond to a changing social environment where students are as likely to be 60 as 18.

2. Community college students are a microcosm of California, but they can be identified as part of three educational streams. The first are those seeking preparation for a four-year university. Next, are those students whose goals are vocational, or related to a special skill. Finally, returning students who may work or have life experiences come to the community colleges, both for academic advancement and specialized training.

3. The community colleges have a special role in meeting the challenges of maintaining a competitive economy for California. As a result, funding for the colleges should be adequate to insure that its mission can be accomplished fully, with the highest professional support. Given the state's financial realities and the need to improve education generally, we must continue to identify new funding sources. That is one reason I will continue to look for state support beyond the levels provided by Prop 98 to develop full-time faculty.

Assemblymember Jack Scott (D-Altadena, District 44)

1. (1) To provide transfer education. (2) To provide vocational education of two years or less. (3) To provide general education to all California adults.

2. All high school graduates or those 18 years or older who can profit from higher education.

3. It should be increased so this important segment of higher education can adequately serve the higher education needs of California adults.

Senator Byron Sher (D-Palo Alto, District 11)

1. To provide open access to the community colleges' educational opportunities, the resources that meet the needs of California's diverse communities, and student preparation for employment in today's highly competitive marketplace.

2. Community college students reflect the unique and diverse characteristics of the community in which the college is located. Community college student bodies include recent high school graduates, individuals who are searching for a change in occupation, and those who seek basic job skills, a group with widely diverse career paths.

3. The Legislature must ensure that community college funding is sufficient to meet the increased demands and expectations that are placed upon the system as welfare reform is implemented. Funding levels must also ensure that community college educational opportunities remain acces-

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sible to all who seek them, regardless of the individual's financial situation.

Assemblymember Virginia Strom-Martin
(D-Duncan Mills, District 1)

1. To provide communities with opportunities for life-long learners: i.e. the community. To provide academic and vocational curriculum for the community, which will lead to self-sufficiency.

2. A cross-section of the community at large: high school grads, women re-entering the workforce, retirees and folks changing careers in mid-life.

3. Needs to be an on-going, "adequate," stable source of funding. College fees should not be prohibitive. Higher education should be an accessible commodity.

Assemblymember Mike Sweeney
(D-Hayward, District 18)

1. and 2. Community colleges provide a resource to their communities. In addition to the regular programs they provide, community colleges give students new opportunities. Older adults, high school students and non-English speaking students are able to take advantage of the community college program. Also, community colleges provide access to facilities and classrooms.

3. Community colleges will be expected to take on a lot of the burden of welfare reform. It is important that the Prop 98 split be fair and reflect this.

Senator Diane Watson (D-Los Angeles, District 26)

1. Besides the "transfer" mission, it's to train, retrain and prepare students for further education programs or for jobs.

2. Veterans, displaced homemakers, students preparing to enter universities who are seeking a two-year career program, and those who need to be retrained for new high-tech positions.

3. Inadequate.

Assemblymember Ted Lempert
(D-San Carlos, District 21)

1. The California Community Colleges system has done a superb job in carrying out its threefold mission of providing transfer programs to four-year colleges and universities; offering vocational technical educational programs; and providing basic skills and English-as-a-Second Language programs.

2. Our community colleges serve the most diverse student population of any system in the world. More than 1.3 million students are enrolled. Fifty-six percent are women and 53 percent are non-white. Sixty percent of the students are 29 or younger and 40 percent are 30 or older; 10 percent are over 50.

Our community colleges also currently serve more than 140,000 students who receive Aid to Families with Dependen Children. Because of the federal welfare reform law enacted in 1996, community colleges have even greater demands placed on them to develop job training programs to move people from public assistance to family supporting, wage paying jobs.

3. Funding is woefully inadequate. The state is currently spending about $3,200, exclusive of student fees and lottery funds, per community college student. This compares to $6,600 per California State University student and $8,200 per University of California student, and nearly $22,000 spent pe inmate in California's prisons.

The good news is the percentage of the general fund going to higher education is increasing for the first time in many years, from 12 percent in 1993-94 to 12.8 percent in 1996-97. I am optimistic when the 1997-98 budget is approved, funds for community colleges will be increased.

As chair of the Assembly Higher Education Committee, I have made community colleges the committee's priority this session. I am proud to participate in improving funding for them. The community colleges have a highly-trained, professional faculty who have built an effective, world-class system that is truly a national treasure. We must have the political and community resolve to adequately fund and maintain our community colleges.

To comment on these legislators' perceptions, write a letter to the *FACCCTS* editor. Call in, e-mail, fax, or mail your comments to Katherine Martinez at (916) 447-8555, <writefaccc@aol.com>, fax (916) 447-0726 or 926 J Street, Suite 211, Sacramento, CA 95814. You may also use the fax form on page 4. Make sure your letter is under 250 words, and include your name and daytime phone number for verification.

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Welfare-to-Work Act Poses New Challenges

Gov. Pete Wilson has signed into law a major revision to the state's welfare program. The AB 1542 Welfare-To-Work Act (California Work Opportunity and Responsibility to Kids program, or CalWORKs) —provides new opportunities and challenges for the community colleges.

The new law, effective Jan. 1, will require most adult welfare recipients to work and will impose significant limitations on the type of educational programs in which recipients are allowed to participate. To assist these students in achieving self-sufficiency, $65 million will go toward coordinated student services offered at the colleges.

Continuing Students

1. Students currently enrolled in "an undergraduate degree or certificate program that leads to employment" may continue in that program for 18 months *if* (a) the student is making satisfactory progress; (b) the county welfare department determines that the program is likely to lead to self-supporting employment; and (c) the written plan for that recipient reflects that determination. A six-month extension may be allowed under criteria each county will develop.

2. A program will be considered to lead to employment if it is on a list of programs that the welfare department and local educational agencies or providers agree lead to employment. If a program is not on the list, the recipient will have an opportunity to demonstrate to the county that the program will lead to self-supporting employment.

3. Students participating in programs with less than 32 hours of classroom, laboratory, or internship activities must also participate in other work activities. Those who are enrolled in programs that do not qualify under the act may complete the current semester or quarter, then enroll in a program that qualifies, or pursue other work.

New Students

1. Recipients will be assigned to educational programs as part of their welfare-to-work plan only in those situations in which the education is needed to become employed.

2. Authorized educational programs include: (a) Adult basic education including English-as-a-Second Language; (b) Community college vocational education and training; and (c) Education directly related to employment. The educational program is limited to 18 months with the potential for an extension up to 24 months.

Instructional and Job Training Plan

1. By March 31, 1998, a plan that provides for instructional and job training services must be developed in each county by the: county superintendent of schools, local community colleges, local school districts, and directors of other job training programs. The plan is to be approved b the county welfare director.

2. The plan must include the following: (a) An estimate of how many recipients require assistance and a description of the types of services needed; (b) An estimate of the number of spaces available in short term, regularly offered classes; (c) An estimate of the increase in full-time equivalent students that will be generated by recipients in excess of the number of recipients enrolled in the 1996-97 fiscal year; (d) Proposals for expansion of services and courses for recipients; (e) An analysis of job demand and how the courses and job training programs will assist recipients in securing employment; and (f) A description of outreach efforts that will be undertaken to identify job opportunities for recipients who participate in instruction and training courses.

Curriculum Development

1. Districts will receive funds for educational services provided to recipients if they submit a plan to the chancellor that includes the following: (a) Evidence that the curriculum will prepare students for jobs that are in demand or in an emerging field; (b) Participation of the welfare department in program development;(c) Collaboration with other educational and job training providers in curriculum development; (d) Procedures for monitoring recipients who complete new programs; and (e) Description of new courses designed to assist recipients with job related advancement.

2. Funds received under this program may be used for the following: (a) Develop or redesign vocational curricula to offer recipients short-term intensive programs; (b) Link courses for recipients to job placement; (c) Redesign basic education and ESL classes to integrate them with vocational training; and (d) Expand the use of telecommunications in providing curricula to recipients.

Robert Moore, FACCC's policy analyst, prepared this report. Moore is an attorney who was an educational advisor to Gov. Jerry Brown.

Job, Economic Development Mean New Tasks

EVELYN "SAM" WEISS

Welfare reform became a reality in California with the passage of AB 1542 last month.

The state Legislature is asking the California Community Colleges to help meet welfare recipients' needs. The statewide college budget has about $65 million to expand the community colleges' role in preparing welfare recipients for work.

Economic development is not new to the community colleges. We have already been actively involved in this mission for several years.

AB 1542, this "work first" bill, asks community colleges to take Temporary Assistance for Needy Families (TANF) recipients who are unable to find a job in three months, offer them training in specific programs and courses approved by the county welfare department, and then help them find jobs. In addition, we must develop a procedure to monitor the students' success.

But new this year is money added for job development. This is a new task for us, and one in which we have little experience or expertise. We know unemployment varies greatly around the state. California businesses created 350,000 new jobs last year, but they may not be located where people need them most. California needs more jobs. Job development will be one of the toughest tasks facing us if we are to succeed in our economic development mission.

Also in the budget is $5 million for job development for current employees (spearheaded by state Senator John Vasconcellos, D-Santa Clara). Community colleges would provide free training to workers currently employed in entry-level positions if their employers agree to hire welfare recipients to fill those positions as the employees move up. Some people believe that if successful, this program will benefit employers by providing better-trained employees, and at the same time give welfare recipients jobs. This concept is still unproven; only time will tell if it's successful.

The new state welfare program will also create a challenge for community colleges. We have always been educational institutions that prepare students for careers with a broad range of knowledge, rather than gearing their education toward a particular employer. Philosophically, we have been committed to education, not training. The Legislature is now asking us to prepare welfare recipients for specific employment in their geographic area or in an emerging occupational field.

This will create a tension at the colleges between our traditional missions and creating short-term programs for TANF recipients. To succeed, we need to do both. While we have the welfare recipients in new, short-term job training programs, we need to convince them of the importance for continued education to help them adapt to the changing work world. Only then can we assist them in finding and maintaining a job.

Remember, everyone is expected to change careers four to six times in their work lives. Community colleges have responded to many challenges before, but we now have one of the biggest challenges facing us.

For California's economy and our students' well-being, we must succeed.

> Community colleges have responded to many challenges before, but we now have one of the biggest challenges facing us.

Sam Weiss teaches nursing at Golden West College and is vice president of FACCC.

Community Colleges Must Help Create Jobs

JAMES CHANDLER

California community colleges could and should play a significant role in creating jobs.

They can do this by forming meaningful alliances with businesses to create jobs, expanding workforce education and skill development, and fostering the desire for life-long learning. These alliances would also help stem or reverse the flow of jobs to Texas, Nevada, and Mexico. People involved in these alliances would lobby lawmakers and association leaders to support legislation that decreases the onerous burdens of overregulation and overtaxation that are forcing small and medium-sized businesses to leave the state.

Whether community colleges will play a role in creating jobs depends upon educators who must learn and apply the lessons that have transformed businesses. As the 21st century dawns, California appears headed toward an economy dominated by smaller businesses and highly-skilled workers. The changes California businesses have made in the last 10 years are staggering, and the pace is accelerating. Here's the reason: the inexorable, competitive pressure of a world-wide, free economy forces business people to continuously innovate and respond promptly to changing market conditions. Business absorbs more change — i.e., employee empowerment, middle management downsizing, changing manufacturing standards required for global sales, etc. — in a year than our colleges incorporate in a generation. Colleges must accelerate their glacial pace. If they don't, their role in educating Californians for tomorrow's jobs will continue to decline.

> We must have the courage to remake ourselves by dropping many programs and classes, adding others, and tailing educational programs...

The job market is changing more fundamentally than at any time since the industrial revolution. Yet colleges don't change or change too slowly because all lack the external pressures brought about by competition, accountability, or standards. Most are deficient in the requisite internal discipline necessary for change i.e., incentives. Most lack the leadership and the central mechanism to force change. Most are over-administered and therefore unresponsive. And all are encumbered with programs dictated by how many Full Time Equivalent Students (FTES) they generate, but do not meet business' manpower needs or employees' needs.

As educators consider their roles in creating jobs, they must realize that the economy and business and, in turn, the role of an employee, have changed fundamentally. Many educators have misconceptions and prejudices about businesses and their practices. Contrary to "eduthink", businesses value people who have not only technical skills, but learning, skills that allow them to continually adapt to changing conditions. Employees wear several hats and must be skilled communicators and quick learners who are "interpersonally adept" (can work well together). Given competitive salaries, these valued employees are motivated by various stock options and profit-sharing. Indeed, their motto could be "work hard; retire young."

Yet community colleges merely attempt to prepare students for tomorrow's jobs with outdated occupational and academic programs. Because enough skilled, educated and flexible workers are not readily available, businesses must either move or recruit talent from other countries and states. At the same time, many business owners wonder why they should remain in a state that is increasingly unfriendly to business.

Too many high-value employees are from outside California. For instance, the on-going success of Silicon Valley's high-tech companies is directly attributed to their use of skilled people from throughout the world. Too many California students lack the basic skills necessary to acquire the technical and communication skills businesses need. Under the euphemisms of *economic development*, *corporate training*, or other *entrepreneurial activities*, community college administrators view partnerships with businesses as nothing more than ever-flowing "revenue streams" resulting from charging exorbitant fees for substandard, but quick, training. Substandard training, not subject to rigorous academic peer review, results in businesses and potential employees looking elsewhere to meet

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their educational needs. Once burned, small businesses are not likely to return to community colleges for viable training.

Educators cannot remain aloof to the problems facing other tax-paying Californians such as the realities of static wage levels and salaries, the high cost of living, productivity issues, world competition and trade, and increased foreign manufacturing. Are we delivering what taxpayers and their employers really want and need? We must have the courage to remake ourselves by dropping many programs and classes, adding others, and tailoring educational programs to employees' and therefore students' changing needs. To do this, we must pressure state government, the Legislature and others to do their part in establishing and retaining business in this state, while we do our part by eliminating the waste and excesses that prevent timely responses to business needs. California's small business and high-tech economy will continue to adapt and innovate whether community colleges react or not. Educational success goes to those who possess a spirit of risk-taking backed up by solid knowledge.

Our colleges must respond to the challenge. To do otherwise will leave many Californians behind, both educationally and economically, and therefore without a respected, productive role in society.

James Chandler is coordinator of the Learning Assistance Center at Rio Hondo College. He taught computer numerical control and machine shop/ manufacturing for 20 years. Chandler is a former instructor and dean at New Mexico State University who designed and built three vocational schools.

See page 38 for the Workforce Preparation column.

Care to comment? Write a letter to the *FACCCTS* editor. See guidelines on page 4. Fax your letter to (916) 447-0726 or e-mail <writefaccc@aol.com>.

Opinion

Stark Reality of Performance-Based Budgeting

BILL SCROGGINS

Chancellor Tom Nussbaum has proposed that, beginning in 1998-99, $100 million of Proposition 98 funds (about 3 percent of the total) be distributed to community colleges based on how well they do on selected performance measures. It's a proposal called Academic Excellence.

This "productivity model" could drastically alter how your college serves students. The principle sounds tempting: "Produce better results and get paid more!" However, such bottom-line thinking does not translate well into the education environment.

The most fundamental difficulty with performance-based budgeting is that it does not take into consideration differences in "starting point." It would be like giving a gold medal to whichever sprinter crossed the finish line first, *regardless of starting point!* This observation was reinforced by UCLA's Alexander Astin in the September 23, 1993 edition of *The Chronicle of Higher Education.* Astin challenged the assumption in federal student-right-to-know regulations that student "consumers" can make better choices if they know college's completion and graduation rates. In a study of 39,243 students at 129 four-year schools, he found graduation rates to be primarily correlated to high school Grade Point Average and Scholastic Aptitude Test scores. That is, these rates "tell us more about how an institution *admits* than about how effective its retention practices are."

Astin compares actual rates to those expected by his GPA/SAT model. One private university had a graduation rate of 54 percent while an historically black college's rate was 36 percent, implying that the private school was "better." A closer look at admissions showed the private school's expected graduation rate to be 67 percent and the other college's to be 22 percent. "So the private university *reduces* its students' chances of retention by 13 percent (67 percent to 54 percent) and the black college *increases* its students' chances of completing college by 14 percent (36 percent from 22 percent)!"

> Rewarding outcomes primarily rewards a college for the nature of its surrounding population.

The parallel for community colleges is obvious. The profile of the students we admit is determined by the populations we serve. Rewarding outcomes primarily rewards a college for the nature of its surrounding population. In fact, performance-based budgeting would discourage colleges from educating those most in need of our services: those who are educationally disadvantaged and poor.

Beyond principle, when one looks at the proposed performance measures, further inequities arise.

The four currently proposed indicators are: (1) successful course completion (letter grades of A, B, C, or CR for "credit," (2) Associate of Arts/Science degrees, (3) certificates, (4) transfers. These measures totally ignore the fact that many of our students have educational goals such as skills upgrades, language competency, employability skills, and personal enrichment which are not recognized by degrees, certificates, or transfer.

Furthermore, Title 5 regulations place few restrictions on certificates and allow widely different, district associate degree requirements. A handful of community colleges transfer the vast majority of students to University of California and California State University, primarily because of the affluence and educational preparation of their surrounding population and their geographic proximity to four-year campuses.

Comparing Chancellor's Office data illustrates these points. Although of similar Size, Glendale awarded only 334 associate degrees in 1995-96 while Cerritos gave out 1,120. By one proposed funding formula, this would earn Cerritos $140,000 while producing only $41,750 for Glendale.

Much smaller Victor Valley produced 618 degrees. The discrepancy in certificates is even more astounding. At the bottom is huge San Francisco City with 13 (yes, that's right, 13) while leaders are small, rural Butte (1,734) and Yuba (1,218). Although of similar size, El Camino transferred 1,201

Please see Performance, page 39

Annual Report

1997

Where Has FACCC Come From? Accomplishments

- FACCC lobbied more than 100 bills, including the budget. We help **get a $4** million increase in staff development and $151 million **for instructional equipment and technology.** FACCC also helped get increases in matriculation and categorical programs. See pages 6 and 40 in *FACCCTS* for more details.

The past legislative year has been one of FACCC's best. A strong college alliance, along with bipartisan support and a booming state economy, culminated in August with the community colleges' largest budget increase in its history.

- FACCC was an **early leader in analyzing welfare reform's** impact on the community colleges. It pulled faculty together, made a presentation to the Consultation Council, and led a task group.
- FACCC **responded rapidly** to legislative issues and offered budget and legislative updates in all issue forums. Besides welfare reform, another example was educational technology.
- FACCC succeeded in advancing recommendations in **Washington, D.C.** on the HOPE Scholarship, vocational education, and the Higher Education Act reauthorization.
- FACCC **successfully lobbied two of its sponsored part-t[illegible]lty bills** [illegible] the past two years. [illegible] created di[illegible] health benefits [illegible]her (AB 301-Jim Cunneen) [illegible]vi[illegible]rict incentives [illegible] office hours.
- FACCC **developed strong relationships with legislators** on both sides of the aisle: Assemblymember Jim Cunneen (R-Cupertino) **authored our sponsored bill AB 301** for paid part-time faculty office hours, and Senator John Vasconcellos (D-Santa Clara) authored FACCC-sponsored AB 877 for a permanent budget category to hire more full-time faculty.
- FACCC **forged a tight bond with the Legislature's Latino Caucus,** which made FACCC executive director Patrick McCallum an honorary member. (See page 33). The Latino Caucus was instrumental in fighting for FACCC's requests in the state budget.
- FACCC's new field director, Lyndon Marie Thomson, a former community college instructor, is coordinating a **massive grassroots effort** to increase membership. The membership committee's goal is to reach 10,000 members by the year 2000.

Part of this effort is a peer-to-peer membership drive. See page 17 in *FACCCTS* for details.

- Sixty-four of 73 FACCC-endorsed candidates won in the **November 1996 election;** key races were assisted by local grassroots efforts.
- **Faculty from 56 colleges attended the FACCC annual conference,** held Feb. 27 through March 1 at the Holiday Inn-Fisherman's Wharf in San Francisco. The theme was "Out of the Past, Into the Future."

FACCC opened the conference with a reception at the National Maritime Museum honoring FACCC Legislator of the Year, Senate President Pro-Tem Bill Lockyer, who gave a keynote speech. Also featured were Speaker of the Assembly Cruz Bustamante, a dialogue with FACCC's Washington, D.C. lobbyist; a discussion with FACCC First-Term Legislators of the Year, Assembly Speaker pro tem Sheila Kuehl, and Assemblymember Jim Cunneen, and closed the conference with an appearance by Lt. Gov. Gray Davis.

The conference also included a reception honoring past FACCC presidents and Faculty Member of the Year Charles Donaldson, Local FACCC Advocate of the Year Mona Field, and Adjunct Faculty Member of the Year Emily Strauss.

Dave Stuart/FACCCTS

Assemblymember Charles Poochigian (R-Fresno) discussed the state budget with state Senator Jim Costa (D-Fresno), faculty and administrators during a free, Aug. 14 FACCC issue forum at College of the Sequoias. Upcoming forums include Sept. 19 on the "2005 Vision for Community Colleges" at Glendale Community College and Oct. 17 on public-private partnerships at Southwestern College.

continued on next page

Conference participants enjoyed the gathering: *"This is always an inspiring gathering of some of the most dedicated community college faculty in the state,"* said Mona Field of Glendale Community College. *"It was a great conference,"* said Penny Fredell of Yuba College. *"Very well planned."*

Evaluations showed that the conference exceeded or met the expectations of 94 percent of the attendees.

- FACCC held **free issue forums** on campuses with legislators, administrators, and faculty: the latest was held August 14 at College of the Sequoias, with state Senator Jim Costa (D-Fresno) and Assemblymember Charles Poochigian (R-Fresno). FACCC held two forums on technology and created a policy paper, incorporated new technology in its operations, is planning the 1998 conference on "The Politics of Educational Technology," and has begun talking with technology firms for possible partnerships.
- FACCC's publications, both traditional and electronic, **kept members informed** of the latest legislative issues: Executive Director Patrick McCallum's new Weekly E-mail Report to the board was sent occasionally to all members to update them on FACCC's latest efforts in advocating for faculty.

Where is FACCC Headed?

The FACCC Board of Governors created a strategic plan for the coming year during its annual planning retreat Aug. 15 and 16. Some key issues include the following:

- ***Advocacy:*** increase the community college full-time faculty, get a guaranteed share of the Proposition 98 split, advocate for part-time faculty issues, gear up for the November 1998 elections: who will be the next governor?, and continue representing faculty on federal issues.
- ***Policy:*** Analyze STRS to increase buying power of retired/retiring faculty; facilitate the discussion of the politics of educational technology, explore alternative capital funding with public/private partnerships; respond to the economic development and welfare mandates; and increase the base revenue for community college funding through categorical programs, such as academic excellence.
- ***Building organizational strength:*** membership growth, publicity for FACCC and community college issues, define FACCC *vis a vis* other organizations, establish communication with other groups of similar interests across the nation, continue issue forums to build on FACCC board's local exposure, improve understanding of members' needs and interests, clarify workshop and conference goals, and develop a local campus grassroots strategy.

Katherine Martinez/FACCCTS

Academic Senate president-elect Bill Scroggins commented from the audience during a session at the FACCC conference in February.

What is FACCC?

(The FACCC Board of Governors wrote this statement for discussion purposes during its annual planning retreat Aug. 15 and 16.)

"Everything that affects the life and activities of a faculty member is directed through the state Legislature. Having influence on the Legislature and developing policies on what is good and not good for faculty members is a vital function, because these policies are embodied in law.

It's necessary to understand and develop positions on legislation that is proposed and debated — and indeed, from time to time, needs to initiate legislation. FACCC exists to address this need — FACCC is your voice in Sacramento. The Legislature impacts virtually everything you do.

FACCC responds promptly and early to legislative initiatives that affect you. It develops clear policy positions to guide legislation, and then directly influences the legislative process through active advocacy. FACCC understands and works effectively in the real political world.

Of course, the unions and the Academic Senate have the faculty's interests at heart, too. They focus on local working conditions and professional/curricular conditions, and on state issues in the Consultation Council. FACCC works and consults cooperatively with the unions and the Academic Senate.

FACCC completes its job by communicating with you — via electronic mail, publications, workshops, conferences, and policy papers. It prompts you to action when this is absolutely vital, through letters, phone calls and meetings with legislators."

Special to FACCCTS

Katherine Martinez/FACCCTS

Top: Pamela Womack, developmental studies instructor at Tomball College in Texas, Evelyn "Sam" Weiss, FACCC vice president, and Jacqueline Woods, President Bill Clinton's education advisor, met at the April 15, FACCC-sponsored breakfast during the American Association of Community Colleges conference in Anaheim.

Above: At the FACCC conference in February, Lt. Gov. Gray Davis presented FACCC President Leslie Smith with a proclamation recognizing FACCC's advocacy efforts on behalf of community colleges and faculty.

1997-98 Membership Plan

The Peer-to-Peer Membership Campaign, rolled out Sept. 5 and 6 during the Faculty Empowerment Seminar at CSU Northridge, is an exciting new project for FACCC.

We have always known that faculty can do the best job of educating their colleagues.

FACCC is encouraging members to teach other faculty about the importance of supporting FACCC and to help our organization grow, thus empowering faculty statewide.

For details, please see page 17 in *FACCCTS* or contact Paul Simmons, FACCC Membership Director, at (916) 447-8555 or e-mail <paulq6r9s@aol.com>.

1996-97 Budget Summary*

FACCC Operations Budget:

Revenues	Amount	Percentage
Dues	713,366	82.30 %
Political Action Committee (PAC)	99,016	11.40
Other	54,009	6.20
Total	**866,391**	
Expenses		
Personnel	433,290	51.60
Lease/Office/Other	117,903	14.10
Board/Committees	79,273	9.40
Membership	42,688	5.10
Conference and Workshops	34,552	4.10
Publications	31,676	3.80
Advocacy and Public Relations	99,750	11.80
Total	**839,132**	
Year-end Net	27,259	
Reserve Year-end Balance	131,781	

*Unaudited figures

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Professional Development

1996-97 Workshops Summary

Co-sponsored with the statewide Academic Senate:

■ *State and College budget* (Sept. 13, 1996, Oakland). Evaluations: 60 % excellent, 10% very good.

■ *Vocational Education* (Jan 31, 1997, El Segundo). Evaluations: 69% excellent, 31% very good.

■ *What's Your Information IQ: Strategies for Implementing Information Competency Standards* (Feb 8, 1997, Pasadena City College). Evaluations: 36% excellent, 36% very good.

■ *Affirmative Action at a Crossroads: Decisions Affecting Diversity and Access* (Feb. 27, 1997, San Francisco). Evaluations: 56% excellent,
31% very good.

■ *Standards of Practice for CCC Counseling Programs and Utilizing New Technologies* (March 7, 1997, South San Francisco). Evaluations: 57% excellent, 20% very good.

■ *Student Success: 101 Ways to Improve Student Learning* (April 25, 1997, Pasadena City College.) Evaluations: 42% excellent, 33% very good.

Sponsored by the Council of Faculty Organizations (COFO)
Part-time Faculty workshops

☐ (April 26, 1997, City College of SF). Evaluations: 67% excellent, 27% very good.

☐ (May 10, 1997, Pasadena CC). Evaluations: 53% excellent, 33% very good.

Member Communications

FACCC published the following publications for members

■ *FACCCTS*, the quarterly journal

■ *InFACCC*, the monthly newsletter. FACCC state faculty council members receive a second edition at the end of the month. To save paper and postage costs, request an e-mail version of *InFACCC* at <writefaccc@aol.com>

■ *Off Track*, the part-time faculty newsletter mailed to FACCC part-time faculty once each semester

■ *FACCC Web Site*, <http://www.faccc.org>

Please call Katherine at (916) 447-8555 or e-mail <writefaccc@aol.com> if you're interested in writing an article for *FACCCTS* or *Off Track*. These publications are forums for all different viewpoints; we'd like to hear from you.

Other publications

■ *FACCC Sheets*, one-page summaries of community colleges issues (part-time faculty, Prop 98, advocacy, FACCC facts). Cal FACCC to request copies.

■ *Just the FACCCTS*, a monthly news release to campus newspapers and mainstream media.

■ *Weekly E-mail Report*, a memo from FACCC executive director Patrick McCallum to the board, and occasionally to FACCC members. If we don't yet have your e-mail address, send it to <writefaccc@aol.com>

Professional Development Opportunities for 1997-98

Free Issue Forums: (FACCC can bring an issue forum to your campus upon request. Call for details.)

2005 Vision for CCC	Friday, Sept. 19	(1-4 p.m.)	Glendale
Public-Private Partnerships	Friday, Oct. 17	(1-4 p.m.)	Southwestern
California Virtual University	Friday, Nov. 21	(1-4 p.m.)	DeAnza

Governor's proposed budget/AB 1725 10 Years Later: A Review, Friday, Jan. 16, (1-4 p.m.), Santa Rosa
Economic Development: The Community Colleges' New Mission, Friday, March 27, (1-4 p.m.), L.A. Trade-Tech

FACCC/Academic Senate Co-Sponsored Workshops

- **'97-'98 CCC Budget/New Legislation**, Friday, Aug. 29, (9:30-3 p.m.), Pasadena
- **'97-'98 CCC Budget/New Legislation**, September 12, (9:30-3 p.m.), Bay Area
- **Implications of Welfare Reform**, Friday, Oct. 3, (9:30-3 p.m.), East Bay Area
- **Vocational Education**, March 13 -- North, (9:30-3 p.m.)

1998 FACCC Conference: "The Politics of Educational Technology," Thurs.-Sat., Feb. 26-28, 1998, Pasadena Hilton

Council of Faculty Organizations (COFO) Workshops, Discuss part-time faculty issues, Sat. Feb. 21, North, and Sat. March 21, South

Lobby Day: Following training and briefings on the key CCC issues, spend the day in the state Capitol meeting your representatives. Monday, May 4, 1998, State Capitol

Other workshops available: FACCC can come to your flex days and discuss the state budget and legislation, the implications of welfare reform, and many other topics relating Sacramento and Washington, D.C. to the future of your college. *For additional information, contact FACCC.*

To register for all events, please contact Janet Oropeza at FACCC at (916) 447-8555, fax (916) 447-0726, or e-mail <faccc@aol.com>.

Board of Governors

The entire FACCC membership annually elects the 19-member Board of Governors. The term for Governors-at-Large is three years, though officers serve for one year. The board convenes regularly to lead FACCC on issues vital to community college faculty. State faculty council members represent FACCC on campuses. The FACCC office and professional staff are in Sacramento, two blocks from the Capitol.

Lesie Smith, President, City College of San Francisco, ESL, (916) 447-8555, lesliesmth@aol.com

We are facing some of the most complex issues to confront community colleges in more than a decade. FACCC's strength lies not only in its expertise and leadership, but in its members' commitment. I want to involve more faculty in the legislative process and develop an expansive grassroots effort.

Sam Weiss, Vice President, Golden West, Nursing, (714) 892-7711 ext. 5-5122, sweiss4514@aol.com

The Legislature has great influence on the life of a community college instructor. As vice president and Legislative Committee chair, I hope to help educate our legislators about the vital role community colleges play in promoting the state's economy, and how we need their support to continue our good work.

Mary Ann Newport, Treasurer, MiraCosta, Nursing, (619) 757-2121 ext 6486, newport1027@worldnet.att.net

FACCC is the only effective lobbying group for the community colleges. Two goals are paramount. (1) To continue our successful work in Sacramento and Washington, D.C. (2) To acquire new members. Keep in touch with your legislators and recruit members on your campus. Continuing our job requires your commitment.

Ricardo Almeraz, Allan Hancock, History/Spanish, (805) 922-6966 ext.3337, nfzm76a@prodigy.com

I'm convinced FACCC is the best community college faculty organization in California. I strongly believe FACCC's direct involvement in Sacramento can help resolve distance education and welfare reform issues. This year, I would like to help formulate proposals for legislators that will shape funding for community colleges.

John Baley, Cerritos, Mathematics, (562) 860-2451 ext.2676, baley@cerritos.edu

FACCC is your voice in the debate over the future of California and its educational system. I support all efforts to make college budgets more understandable, and will work to implement my motion at the 1997 conference to convince STRS to credit all W-2 faculty earnings toward their retirement.

Fran Chandler, Santa Monica, Business, (310) 450-5150 ext. 9641, fchandler@smc.edu

My goals are to (1) Show conservative lawmakers the tie between pro-business and community college interests (an educated, flexible workforce and fast response to changing employee needs) to stem the flow of jobs to other states. (2) Fund improvements for hourly faculty. (3) Guide sensible implementation of distance education. (4) Strengthen FACCC membership.

See Board of Governors, next page

Board of Governors

The FACCC staff is **Patrick McCallum**, executive director; **Dave Stuart**, assistant executive director; **David Hawkins**, legislative advocate; **Katherine Martinez**, communications director; **Janet Oropeza**, executive secretary; **Soni Phuong**, clerical assistant; **Paul Simmons**, membership director and MIS coordinator; and **Lyndon Marie Thomson**, field director. You may reach the staff at (916) 447-8555, fax (916) 447-0726, or e-mail <faccc@aol.com>. Visit FACCC at <http://www.faccc.org> and learn more about the board and staff.

Chaumonde Porterfield-Pyatt, Recording Secretary, College of the Sequoias, Music, (209) 730-3810

We all need to stay in constant contact with our legislators so they will understand faculty's view on community college issues. Get to know the legislative staff and offer to provide information on certain issues. FACCC is a successful voice in Sacramento, but it needs our help to continue!

Jane Hallinger, Past President, Pasadena City, English, (818) 585-7424, dhallinger@earthlink.net

I hope FACCC will build stronger ties with each campus so we can advocate our causes in local arenas. FACCC board and council members must schedule campus visits for their state legislators, who will gain a better understanding of the colleges if they talk to faculty in person.

Alma Aguilar, Southwestern, Political Science/Humanities, (619) 421-6700 ext. 1-5641

I will continue to promote, engage and facilitate faculty involvement in charting the direction of community colleges. I have a deep commitment to FACCC – you should, too. Join us in helping FACCC to continue its primary effective role as a political advocacy body.

Jimmy Dunivin, DeAnza, Sociology, (415) 949-7074, jdd4244@mercury.fhda.edu

I think it's imperative that we assert the primacy of "shared governance" in the face of a statewide concerted effort by administrators, and others, to devalue and derail this provision. FACCC must also take a leadership role in initiating STRS benefits reform to better meet faculty's changing retirement needs.

John McDowell, Los Angeles Trade-Tech, Labor Relations, (213) 744-9470

My goal is to conduct an effective membership campaign that involves members recruiting members, identifying FACCC college advocates, and necessary staff support to build FACCC membership to 10,000 by the year 2000.

Margaret Quan, Diablo Valley, Social Science, (510) 820-0499, mquan9197@aol.com

My primary objective this year is to head the newly-established FACCC Part-Time Faculty Standing Committee. The committee's mission is to improve the professional and academic experiences for part-time faculty, and to create quality educational opportunities for students. We will advocate and educate legislators and other regulatory decision-makers.

Board of Governors

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John Queen, Glendale, Political Science, (818) 240-1000 ext.5459, jqueen@glendale.cc.ca.us

Our overriding priority should be to maintain student access and equity. Faculty must be full partners in political decisions affecting our colleges, such as state welfare reform or federal vocational education reform. We also need to think now about building coalitions to support the most progressive slate for the '98 elections.

Carolyn Russell, Rio Hondo, English, (562) 692-0921 ext. 3259, crussel@rh.cc.ca.us

My goals include increasing FACCC's visibility and membership, pushing for faculty retraining to meet new curriculum needs, and have a hand in bringing new delivery systems (including compressed semesters, modularization, and technology) to serve our working and welfare populations.

Jacqueline Simon, Educational Cultural Complex, Speech, (619) 483-6488, simon@mysurf.com

FACCC has proven its alliance on behalf of part-time faculty. It is now time for *all* part-time faculty to reciprocate. My goal for 1997-98 is to increase the FACCC part-time faculty membership by at least 5 percent. With your support, we can do it.

John Smith, Santa Ana, Mathematics, (714) 564-6648, SealS51729@aol.com

I hope to transmit local concerns to the Legislature through FACCC's lobbying, and help bridge the gaps that exist between campus groups by continuing to emphasize the results of cooperative efforts. I look forward to a great year of change and am proud to have a part in shaping the results.

Deborah Sweitzer, Santa Rosa, Architecture, (707) 527-4634, dsweitze@floyd.santarosa.edu

My goals include increasing faculty contributions to *FACCCTS* and the part-time newsletter, *Off Track*. It's important for faculty to use these publications as a forum for ideas and opinions. And I remain committed to improving working conditions for part-time faculty.

Carrol Waymon, San Diego Mesa, Psychology, (619) 627-2951

I want to continue making FACCC leadership more representative of our diverse student population, and convince faculty to join FACCC in influencing state legislators' decision on the colleges.

Lois Yamakoshi
Los Medanos
Math
(510) 439-2181 ext.389
lmcmath@ccnet.com

1998 is an election year. FACCC's efforts in the last election, along with our education and lobbying efforts have made a positive difference for the California Community Colleges. The advocacy work is ongoing — remember, together we can make a difference!

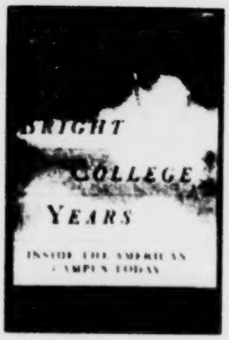
Lee Haggerty,
Academic Senate liaison to FACCC,
Saddleback College, Political Science
(714) 582-4855

Paul Higgins,
California Student Association of Community Colleges (CalSACC), president, (916) 327-2269

McFarLAND

Boola, Boola: *Bright College Years*

JOHN MCFARLAND



A review of *Bright CollegeYears: Inside the American Campus Today*, by Anne Matthews (Simon & Schuster, 1997)

Marksmanship is simple for writers. First, fire an arrow, then draw the circles of a target around the landing place. One may hit a bull's eye merely by naming a book after one knows what's in it.

Anne Matthews fails this test. Her title promises a contrast between an Edenic vision (a mythic college of yore) and reality (the campus of today), but her arrow is lodged in some other wall.

The topic Matthews set for herself is a worthy one and we might begin by reprising the changes that have transformed higher education (in the words of one study) "from country club to rat race," if only to understand the magnitude of Matthews' announced task.

Into the 1930s, college years remained "bright." Late adolescents were still being sequestered in campuses for social rather than intellectual reasons: to broadcast the last of their wild oats, to make future business contacts, and to locate acceptable life mates.

It was an upholstered quarantine, a spree by turns testosterone frolic, Rotarian luncheon and debutante ball. The terms mandated a transcript filled with gentlemen's Cs (often acquired by the simple act of maintaining a metabolic rate) as evidence that one had not squandered time on inessentials. The diploma, expected rather than earned, was taken as the college's last party favor.

World War II detonated this fantasy castle. Returning veterans understood the G.I. Bill not as a deferment of adulthood but as a ticket into the middle class. They commonly enrolled in the huge public universities that had once been the steerage of higher education and pursued there the very intellectual goals that earlier frat men had dismissed as unnatural. But in the post-war corporate world, business increasingly honored expertise above pedigrees. The new serrations on the keys to pelf, position and power were shaped by the knowledge and skills credentialed in college programs.

When the old bucolic cloister had promised a completion of one's youth, the new university set about to remake students, transforming them into people who see the world differently. Hence, instructors took pleasure in fragging students' beliefs, replacing (said Lionel Trilling in 1949) ideals with ideas. Bill Buckley entered college that year and would soon inaugurate his polemical career by exposing this culture war in his tome, *God and Man at Yale*.

Thus began the Higher Ed Jeremiad, a genre committed to breathless revelations of campus truisms — for Buckley, that Ivy League profs are given to the irreverent; most recently, that curricular reforms are designed to "contaminate" students with insights from non-white members of the globe. Periodically this genre flames up newly indignant at some recent enormity and the liberal cabal behind it, then, after the atavistic blaze has leaped from book to book, collapses in the ashes of its spent outrage.

Now the Cold War that bulked these universities up and the Cultural Wars that tried to recapture them have both died out. It is time to assess what is left, and Anne Matthews would seem to be the person to do it. Raised a faculty brat (one jolted out of bed by the 1968 bombing of a University of Wisconsin research building), a former adjunct prof in the Ivy League

and now a journalist, she brings both experience and some distance to the chore.

The comprehensive nature of her approach looks daunting. She will devote chapters to the recruitment and registration of freshman, to a frosh's first semester on campus (with scenic turnouts for viewing undergraduate life as a whole), and then to faculty, the physical campus plant, administration and finally graduation and alumni.

It is certainly ambitious — this reviewer knows no like attempt — but it already compromises the promise of the title. This won't just be about Bright College Years. The levees will soon break and the narrative spill out across those topics in which students have little place.

Not that we don't meet interesting things along the slog. Matthews tells us that administrations which cost 27 percent of the campus budget in 1950 now consume 48 percent; that the term "groves of academe" comes from the orchard where Plato located his academy; that H.L. Mencken proposed to increase interest in college football by having the faculty play it.

And then there are her lists: of colleges that went toes up in 1996 (p. 224); of student excuses (the Concorde broke down in Paris; I helped my father falsify some documents for his IRS audit) from upscale colleges (p. 202). In one list, a simple march of adjectives, she writes, "The American college population is increasingly female, public, part-time, local, adult and in debt."

Alas, the adjective list indicts her claim to breadth. By obstinate contrast the students Matthews describes mostly attend expensive four-year universities, are young, full-time and affluent. This is a demography far closer to that of a 1930s campus, where youths were sent to grow shallow amongst brick and ivy, than of "the American campus today."

… we get human 18-wheelers, Vikings on speed who could teach Bruce Willis some demolition tricks.

Only one feature differentiates the new from the old: a recently-developed proclivity for autistic violence. Parents would best avoid Matthews' chapter on students, which is unflinchingly grim. The depictions turn noir almost immediately, not merely for the Olympian "binges" in alcohol, nor even for what Victorian novelists once called "oblations in the temple of Venus." The real darkness lies in the damage her goat-footed collegians do to the university facilities (not for minor reasons do Housing Officials style themselves "zookeepers") and, most Stygian of all, to each other.

"Many four-year campuses," Matthews writes, "have seen a clear rise in uncontrollable students, afraid of no one, confident that there is no such thing as a permanent record or a last chance." Community college instructors see some of this, of course, but the behavior Matthews chronicles seems more endemic to rich kids.

For good reason, Matthews does not bring up life at Philips Exeter Academy, where it was said a century ago that there were "no rules, only absolute freedom tempered by expulsion." Today, even *that* tempering is gone. Administrators believe that their wildest charges become the most giving alumni.

Absent form Matthews' small casting call are the serious students. True, she describes technoids at an after-midnight computer lab, but what kind of campus is without philosophic types quarreling forever in the cafeteria over the Big Questions; full-time parents nervously part-timing at college; pre-money nerds putting all-nighters back to back; greens, anarchists and socialists planning future utopias; artists, actors, poets and fops adding bohemian color? Without an academic dimension what remains is, in novelist Pynchon's recent words, "a Province of the Unreflective."

In this monoculture few are called, many are unchosen. Where are minority students negotiating between one culture

continued on next page

at home and a second on campus? Or those who come off a midnight shift to make early morning classes? Or students without direction awash in classwork that seems to lack purpose?

Alas, we get human 18-wheelers, Vikings on speed who could teach Bruce Willis some demolition tricks.

Then, irritatingly, Matthews salvages what she has just savaged. "In one of two years," she chirps, "most [freshman] will have straightened out, gotten bored, turned towards the daylight world once more." The college days can be "bright" after all, even if we must take such Polyannaism on our author's prophetic word and ignore the compelling evidence she has just filed against it.

This leads us to the most amazing gap in her narrative. As we turn to the chapter on faculty we realize that the classroom holds few charms for Matthews. She manages to write a comprehensive study of colleges with next to no mention of teaching. True, there are those few, early pages on a Native American university in South Dakota where we see instruction occur. But the harsh, impoverished setting there is unlike anything she depicts on the high-end campuses that dominate her book. Learning is the L word that Matthews prefers to leave unused.

> Matthews has little to say about education and fails to stock the comprehensive knowledge she promised.

The section on faculty is the largest in the book. Matthews watches professors relate to each other — most colorfully when Renaissance scholars in a faux-Renaissance hall at Yale bicker like Renaissance doges, each self-puffed and protective of his lily-pad specialty. She has a good ear for what Berkeley's Frederick Crews calls "the dense vocabulary and esoteric postulates" of scholarship, but no eye for the exam corrections, class preparation and student conferences we associate with teaching. She serves up academia's sizzle but not its steak.

Sins of omission become steroidal by the time that Matthews gets to administration. We can, perhaps forgive her for leaving unanswered question faculty are likely to raise: Why do professors leave the classroom for the tedium of management? Why is that abandonment of instruction the prerequisite to jurisdiction over it? Why is the most indignant complaint of management — that some faculty members they know earn more than they do — considered legitimate?

But we are baffled that Matthews spends no time at all on the upper links in the Chain of Academic Being. She does not summon up those administrative nabobs with their poetic (not to mention expensive) gradients. Rather, she concentrates exclusively on the summit of the bureaucracy, one Alexander Sanders, president of the College of Charleston.

Obviously taken with Sanders, Matthews yet admits in recounting his working day that neither the faculty nor many students share her enchantment. (She reports as unrelated to questions about his legitimacy a boast he makes to her that the Infinity he gets as a perk is more expensive than what the University of South Carolina president drives.)

In any event, the president is it. He shakes hands; he give speeches; he makes a phone call for a student; he hands out trophies. We see no committee work, no budget cropping, no snapping at faculty. Administration in *Bright College Years* is PR.

The books ends with a similarly low-resolution snapshot of alumni. We are at Yale during graduation week. A medieval literature prof has gathered some former students over brandy to discuss the passion of his life, Dante. He leads the alumni through a stumbling recitation of passages from *The Divine Comedy* and then asks basic questions about passages of the book they once studied for two semesters. The ex-Yalies have trouble answering and their performance seems disappointing, though Matthews appears untroubled by this little cloud in the brightness.

The alumni now gather by class, for a post-graduation parade. A single centenarian leads in his wheelchair, the last representative of the Class of 1917, sleeping the route as he is pushed. More recent classes follow, going from alert to mobile to animated, reaching finally the blue-ribbon mob of 1996 who take up the rear. "Give us jobs! Give us jobs!" they whine. From the cadres of 30 years earlier and proof against Buckley that Yalies had more stuff in the 1960s comes the reply: "You can have ours! You can have ours!"

Munitions, then do occasionally go off in *Bright College Years*, but as fireworks, not artillery. Matthews has little to say about education and fails to stock the comprehensive knowledge she promised. The book her title advertises is yet to be written.

Legislators, FACCC Pledge United Efforts

Assembly Speaker Cruz Bustamante promised FACCC to fight for a community college 10.325 percent share of Proposition 98 funds in the 1997-98 state budget. The share was 10.3 percent in the final budget.

Bustamante made his pledge during a May 22 dinner FACCC leaders hosted at Il Fornaio in Sacramento for members of the state legislature's Latino Caucus.

The legislators discussed the governor's May revision for the state budget, FACCC's sponsored legislation on full-time faculty hires and a part-time faculty paid office hour, the need for California to promote its products and industry, and the "middle college" concept of creating a high school within community colleges. Most of all, they pledged to continue working together in future budget battles.

"There were a few people who didn't believe," Bustamante said about the 1996 election that brought in new legislators who returned a Democratic majority to the Assembly. "FACCC was always there."

The community colleges' response to welfare reform will determine whether welfare recipients can eventually find jobs. If the state doesn't give community colleges the support they need, welfare recipients won't be able to learn the job skills they need to survive. And they would eventually become homeless.

"Those people were put on the streets without resources," Bustamante said of the homeless.

"We have not given the people of this state the access they deserve," Chancellor Tom Nussbaum said. "We need to have a vision for the 21st century. If we don't, we're doomed."

California Community College Board of Governors member Vishwas More asked the legislators to help community colleges benefit all Californians.

Katherine Martinez/FACCCTS

Speaker of the Assembly Cruz Bustamante gave FACCC executive director Patrick McCallum a hat and made him an honorary member of the Latino Caucus during the May 22 dinner that FACCC hosted for Latino legislators.

"Education is not a Republican or Democratic issue," he said. "All I am looking to is the future. Community colleges created the middle class and the middle class is the democracy...the bottom-line is the students of California."

Community college representatives attending included FACCC president and vice president, Leslie Smith and Evelyn "Sam" Weiss, and board member Alma Aguilar; California Community College Board of Governors members Yvonne Bodle and Vishwas More; Chancellor Tom Nussbaum and Larry Toy, the chancellor's Director of System Advancement and Resource Development; Augie Gallego, chancellor of the San Diego Community College District; and David Viar, executive director of the Community College League of California.

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e-mail: PenTimmons@AOL.com

Reauthorization Bills Drafted

Higher Education Act reauthorization bills were being drafted during the August recess by U.S. House and Senate committee staff. The House's subcommittee markup of this critical legislation could happen by early October. The Senate is moving at a slightly slower pace. Meanwhile, the Clinton administration is circulating portions of its reauthorization proposal.

Money Goes to Welfare-to-Work

The U.S. Department of Labor emerged as the winner in the ongoing battle with Health and Human Services over who would administer $3 billion to facilitate moving welfare recipients into the labor market.

The money is for 1998-99, but grant recipients will have three years to spend it. Community colleges may provide services or training.

See FastFACCCTS, next page

continued from previous page

209 Upheld; Appeal Planned

The Chancellor's Office released an advisory Aug. 22 that districts should take no action to implement Prop 209 or discontinue existing programs unless advised by that office.

The U.S. Ninth Circuit Court of Appeals on Aug. 21 let stand a decision that upheld the constitutionality of Prop 209. It was not yet clear whether the injunction on Prop 209 would remain in effect; opponents planned an appeal to the Supreme Court.

Board Members Appointed

Gov. Pete Wilson appointed three new California Community College Board of Governors members on Aug. 5.

Patricia Siever of Culver City has been a faculty member of the Los Angeles Community College District for 22 years and a history professor at Los Angeles Pierce College since 1989. She will serve as one of two faculty representatives. Phillip J. Forhan, 50, of Fresno, is a member and former president of the State Center Community College Disrict Board of Trustees. He will serve as a local college trustee representative. Richard F. Alden, 72, of Beverly Hills, has been chairman of Rimar Investments, Inc. since 1988. He is also co-chairman of the California State Parks Foundation.

Academy Opens at SMC

Santa Monica College's Academy of Entertainment & Technology — a unique program to prepare students for entertainment industry jobs — opened Aug. 25 with 140 students and $125 million in state funds. The academy was shaped by an unusual partnership between the college and major studios and entertainment companies. The money is part of a $20 million economic development program for community colleges statewide.

Attacks On Tenure Increasing

"We are in the grip of a major attack on tenure and academic freedom, the kind of attack that happens...every 15 to 25 years," John Lyons said in the May-June 1997 *Academe* commentary "Tenure in Practice: A Call To Action."

Academe's exploration of the tenure issues contained six articles that "call for us to renew and invigorate the practice of tenure on the basis of the principles set forth in the major AAUP [American Association of University Professors] statements since 1915," Lyons said. The articles address such topics as public skepticism, external pressures and faculty response, peer review, and post-tenure review.

PT Europeans Gain Equal Rights

According to the June 6 *Financial Times*, "European trade unions and employers are expected to sign an agreement today which will give part-time employees across the European Union the legal right to equal treatment with those in full-time jobs. It will give equal access to pay, bonus, shift and other additional payments for comparable employees and will ensure equal contractual terms are provided for them in occupational sick leave schemes and paid holiday leave...to share options, staff discounts and occupational pensions."

Smith Receives Award

FACCC president Leslie Smith received a certificate of appreciation in June from the California Student Association of Community Colleges (CalSACC) and the California Community Colleges Student Senate to recognize her efforts in support of those organizations.

Hispanic Enrollment Increases

The number of Caucasian students enrolled in the California Community Colleges has dropped 10 percent since fall 1990, while Hispanic enrollment has increased 5 percent.

The Chancellor's Office released a May memo covering enrollment statistics from Fall 1990 to Fall 1996. The report also showed that Asian student enrollment increased by 3 percent.

White enrollment decreased from 829,486 in 1990 to 633,897 in 1996. Non-white enrollment increased from 580,735 to 681,706.

Total enrollment in fall 1990 was 1.5 million; it dropped to 1.4 million by fall 1996.

Alabama Board Proposes $102 Million in Higher Ed Cuts

Small community college campuses would be forced to close under an Alabama education board proposal that would cut $27.5 million from the colleges' budget.

The plan has sparked an uproar in the state's higher education community, the July 29 *Community College Times* reported.

The Alabama Commission on Higher Education proposed the cuts as part of a plan to cut $102 million from the higher education budget, at the governor's request.

"Let there be no misunderstanding that this recommendation is a thinly veiled effort to dismantle the system which serves the ordinary citizens of the state," chancellor Fred Gainous said in a July 14 statement.

FastFACCCTS

SoCal Faculty Form Group

A group of Southern California community college leaders formed the Southland Faculty Alliance on June 5, patterned after the Bay Faculty Association in San Francisco.

The group is meant to serve as a communication link for faculty organizations within the region.

The group will meet Sept. 22 in Pasadena, Oct. 27 and Nov. 24. Members will elect 1998 officers at the November meeting.

For more information, check the group's web site via the FACCC Web page at <http://www.faccc.org>.

Voters Support Welfare Policies

California voters are placing a priority on moving people out of poverty, and support the progressive alternatives on each of a series of welfare reform policy decisions.

That's according to a poll commissioned by the Service Employees International Union (SEIU), and conducted by The Feldman Group, Inc. in Washington, D.C.

Once voters know that the new law mandates time limits and work requirements, the poll said, they support policy options that, among others: provide people who must work for public assistance with wages and workplace protections comparable to other workers (91 percent), allow community college or job training to count toward the work requirement (76 percent), establish time limits of a least two years in any one period as 72 percent believe a one-year limit is too strict, and 43 percent believe a two-year limit is too strict. Eight hundred likely 1998 voters were surveyed between May 26 and May 29.

Retirement Benefits Compared

A comparison of California's STRS to six California cities' police and firefighter retirement plans demonstrates an inequity of which most people are unaware, said a survey by John Harbour of Oxnard Federation of Teachers, AFT Local 1273.

"...many other Western states such as Arizona, Colorado, Nevada, New Mexico, Utah, ... provide a better retirement plan for their teachers."

The report also said, "As we approach the 21st Century, we assume that there will be teacher shortages and that we will be competing with many of these Western states in an attempt to hire the most qualified teachers. Consequently, shouldn't the state of California seek to improve the level of benefits provided now and promise to make a sincere commitment for improvement in the future?"

The report recommended the following benefit improvements in STRS:

(1) Bring current retirees to 75 percent of their original spending power. (2) Give an annual Cost-of-Living-Adjustment tied to an agreed-upon California Consumer Price Index. (3) Provide full benefits after 30 years of employment in California. (4) Allow teachers to select their STRS board members so the interests of retired and active teachers are fairly represented.

Los Medanos College student Sandy Dixon and FACCC board member Lois Yamakoshi visit Sen. Richard Rainey (R-Walnut Creek), a former community college student, during the May 5 FACCC Lobby Day.

Katherine Martinez/FACCCTS

For The Record

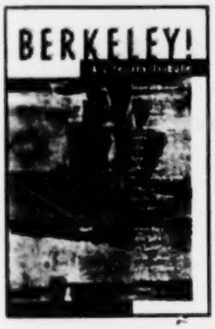
Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call Katherine Martinez at (916) 447-8555.

Due to an editing error, a photo caption on page 15 of the May 1997 *FACCCTS* misspelled Assemblymember Dion Aroner's name.

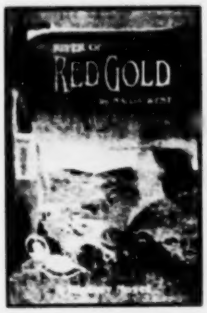
Due to an editing error, a quote attributed to former FACCC president Don Blankenship contained an incorrect number for membership in 1972-73. The number should have read 3,500.

FACCC Discount Book Service

FACCC members ***can offer their own publications on this list.*** Here are a few sample titles.



► **HD-10** ***Berkeley! A Literary Tribute,*** edited by Danielle La France, introduction by Malcolm Margolin. Whether portraying the traditional academic ideals that founded a great university, the creative ferment of the Beat Generation, or the turmoil of the Free Speech Movement, this book offers a fresh, passionate, and often slyly ironic view of a unique city. Featuring the works of Simone de Beauvoir, Philip K. Dick, Jack Kerouac, Maxine Hong Kingston, Thomas Pynchon, and more. 240 pages, paperback, Heyday Books. $14.50
FACCC member price: **$12.00**



► **BH-1** ***River of Red Gold,*** by Naida West, former **American River College** instructor. This extraordinary blend of history and literature set on the Cosumnes River interweaves the lives of Miwok native Maria, soldier and would-be ranchero Pedro Valdez and Donner Party survivor Elitha Donner, 14, showing their fates as the Gold Rush overtook them. Based on a true story of power, passion and enduring friendship in a lawless time. Historical endnotes. **Winner, 1997 Gold Award: Best Book, Sacramento Publishers' Association.** 624 pages, paperback. Bridge House Books. $18.00. FACCC Member price: **$15.00**

HD-9 ***Highway 99: A Literary Journey Through California's Great Central Valley,*** edited by Stan Yogi. Best known for bountiful harvests of rice, tomatoes, grapes, cotton, and other crops, the Central Valley has proven fertile ground for literature as well. Featured in this ground-breaking anthology are Joan Didion, Richard Rodriguez, Gary Snyder, Maxine Hong Kingston, John Steinbeck, William Saroyan, Luis Valdez, and others. 428 pages, paperback. Heyday Books/ California Council for the Humanities. $15.50.
FACCC member price: **$13.00**

► **JB-11** ***Teaching in Practice: How Professionals Can Work Effectively With Clients, Patients & Colleagues,*** by Andy Farquharson. Drawing on the literature of adult education and practical examples, this book provides a wide range of conceptual models for improving teaching in human service practice. Hard cover. 289 pages. Jossey-Bass. $30.00.
FACCC Member Price: **$26.00**

JB-15 ***The Invisible Faculty: Improving the Status of Part-Timers in Higher Education,*** by Judith M. Gappa and David W. Leslie. Provides a "stunning portrayal of the complexities of part-time faculty and their working conditions." Based on info from 467 chief academic officers, deans, department heads, and full-and part-time faculty members. The book offers 43 specific recommendations to help colleges invest in the use of part-timers as valued human resources. $32.00.
FACCC Member Price: **$27.00 (See 1996 *FACCCTS* review)**

ON BECOMING
HUMAN

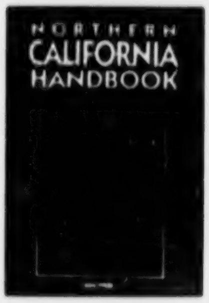
► **HP-1** ***On Becoming Human: A Journey of 5 Million Years,*** by Arthur Niehoff. The moment a human first stood upright and clutched a tool, the exciting odyssey of human culture began. Come face to face with the daily lives of men and women throughout the ages. This book is a high-stepping trek from the dawn of prehistory to the space age. The 12 chapters investigate the milestones in human history and are divided in two parts. The first half is fiction, the second half is a lively question-and-answer discussion between a college student and professor Niehoff. *"A different take on evolution, one that's informative and fun..."* -- The Book Reader. *"This is anthropology with a humorous twist and without a political agenda."* -- The Indianapolis Star. 419 pages, paperback. The Hominid Press. $14.50. FACCC Member price: **$11.50**

► **HP-2** ***Takeover: How Euroman Changed the World,*** by Arthur Niehoff. In 400 years, "Euroman" made the world his own. Now the tables are turned. The year is 2020 A.D., and aliens have taken over the earth. Mary, an extra-terrestrial in the form of a computer, interviews the oldes living anthropologist, Dr. Peter Hermann: How did man become the dominant species? *Takeover* is a captivating dialogue that is equal parts fact and science fiction. 224 pages, paperback, The Hominid Press. $13.50. FACCC Member Price: **$10.50**

► IN SEARCH OF FALL READING? One copy of a book title marked with an arrow is available FREE in exchange for a 400-word book review for *FACCCTS*. Call Katherine Martinez at (916) 447-8555.

FACCC Discount Book Service

➤ **DP-1** ***Voices of Diversity: Perspectives on American Political Ideals and Institutions,*** by Pat Andrews of **West Valley College.** This book brings together two primary sources: the eloquent words of American women and minority group members raised in protest at the unfair treatment; and the government responses. 287 pages. Dushkin Publishing Group. $12.00 **FACCC Member price: $9.00**



MO-1 ***Northern California Handbook,*** by Kim Weir, former FACCC communications director. A travel guide from the Moon Travel Handbooks award-winning series. Including San Francisco, wine country, Big Sur, Yosemite, and the Redwood coast. 50 maps. 780 pages. $19.00. FACCC Member Price: **$14.95**

IT WORKS FOR US!
PROVEN CHILD-CARE TIPS FROM EXPERIENCED PARENTS ACROSS THE COUNTRY

PB-1 ***It Works For Us! Proven Child-Care Tips from Experienced Parents Across the Country,*** by Tom McMahon, an **Ohlone College** counselor. The author gathered a wealth of child-raising tips from parents. Here are more than 900 of the best. Discover fresh, unique, creative ideas that are fun, thrifty, easily accessible and pediatrician-approved for health and safety. *"...a new book that begins where Benjamin Spock and T. Berry Brazelton leave off."* -- Orange County Register. 263 pages, paperback, Pocket Books. $9.50. FACCC Member price: **$7.50**

PB-2 ***Teen Tips: A Practical Survival Guide for Parents With Kids 11 to 19,*** by Tom McMahon. The author has gone straight to the source--veteran moms and dads--to try and solve the mysteries of raising a happy, healthy teenager. Gathered here are hundreds of practical, creative, proven tips that cover all aspects of parenting a teen. 241 pages, paperback, Pocket Books. $11.50. FACCC Member price: **$9.50**

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Book Review

JB-18 ***Wise Moves in Hard Times: Creating & Managing Resilient Colleges & Universities***, by David W. Leslie and E.K. Fretwell, Jr. Jossey-Bass. $32.50
FACCC member price: **$27.00**

Reviewed by Emily Teipe

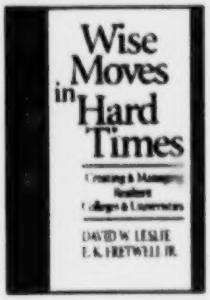
Hard times are nothing new for American colleges and universities.

They have faced fiscal crises since the colonial era. However, in the abundant decades from 1950 to 1990, institutions fattened up and consequently academic programs became overextended and underfocused.

The present dilemma occurred as federal and state government displaced higher education as a top priority because of their own budget constraints. Also, changes in the student preparedness levels for colleges, shifting demands for an academic degree, and the '90s recession wreaked economic havoc on higher institutions. Subsequent budget cuts created anxiety, suspicion, conflicts over ownership of programs, and a general malaise of low morale among staff members.

To add to these woes, the public's perception soured as well. Research reveals that the public believes higher education leaders at four-year universities act haughty and condescending, faculty do not earn their pay, and colleges do not care about undergraduates.

What are the signs of a college in crisis? Symptoms include a higher number of lower-quality students admitted, shrinking cohort of students from the top 10 percent of high school graduating classes, declining enrollment, and cutback threats from state legislators. In addition, faculty and staff sense that things are amiss, and students frequently complain, "I can never see my adviser," and "I can't get the classes I need to graduate." The most ineffective methods for change include the "top-down approach," or command control in which the administration simply dictated change. If this is sounding painfully familiar, do not be discouraged. *Wise Moves in Hard Times* prescribes specific remedies for immediate use in two-year colleges. Community college instructors in particular will find excellent suggestions for techniques they can easily adapted to the classroom. The authors based their claims on research conducted at two- and four-year universities.



Colleges that demonstrate survivability possess two key qualities of a resilient institution, namely, a clear sense of mission and dedicated faculty. Although wealth is not a factor, schools which invest in the physical plant represent quality while unkempt campuses are unappealing to prospective students. Because colleges compete fiercely for students, they must continuously measure their performance. Begin with self-evaluation and analyze the successful schools. (Obviously, they are offering students something valuable.) Contending with other schools for students demands marketing skills, but the authors caution that moving too slowly can be just as harmful as doing nothing.

The authors studied pilot colleges who addressed crisis effectively. These schools perfected a technique known as simultaneous tracking, i.e. self governance of individual departments or divisions. Essentially, leadership allowed each of the institution's units to fix its own problems, and initiate change long before the administration formulated any overall strategy. Among the staff evaluated at the pilot colleges, faculty made the best response. Acting as self-governing communities, faculty composed new constitutions and missions. In this manner, faculty modeled "civic responsibility," giving their students an invaluable example.

Leslie and Fretwell, who based their claims on research at two- and four-year colleges, forecast that the institutions which emerge from hard times will never be what they were before. Schools that focus on purposeful change to meet society's needs will survive by recruiting the best students, and will strive to create a campus of high achievers (faculty, staff, and student body as well.) And, ultimately, these resilient quality schools will place more responsibility for academic success on the student. Imagine that! The new academic year offers an opportunity to reform, refresh and renew education in our colleges and universities. And *Wise Moves in Hard Times* is well-timed to furnish the essential tools to revitalize higher education. ✍

Emily Teipe teaches history at Fullerton College.

✍ *Searching for fall reading? Submit a 450-word review and keep the book! See details on page 36. The next two* FACCCTS *manuscript deadlines are Oct. 6 and Dec. 29.*

BEST COPY AVAILABLE

Strategic Plan

continued from page 5

FACCC will continue to keep you informed on all statewide issues through free issue forums. See page 26 for this year's topics and locations. These have been so successful that we will bring them to your campus upon your request. We want faculty to understand every important public policy issue in the community colleges today. Without this, we can't control our destiny and lead the colleges into the future.

The colleges will hire about 6,000 new full-time faculty in the next decade. The two major implications are: a large number of faculty will retire, and colleges must train new faculty to replace them. FACCC is taking the lead in State Teachers' Retirement System (STRS) reform as it relates to increasing the buying power of retired and retiring faculty and calendar reform. We have created a task force to work with STRS on these issues.

This will be the year of accountability. Both welfare reform and economic and workforce development legislation had accountability reports associated with their funding. Now we must make certain that these new accountability reports ensure real academic excellence by focusing on quality, not quantity.

State bonds are not meeting the needs for community college facilities. With 400,000 new students attending our colleges in the next decade, the viability of alternative funding mechanisms, such as public-private partnerships, must be assessed to solve this facility gap. We need to be able to pass local taxing and bond measures with a democratic majority, not the undemocratic two-thirds vote currently required.

In light of these diverse legislative and policy issues, gearing up for the 1998 elections will be a major focus of our local grassroots efforts this year. In order to do this, we need to build FACCC's organizational strength. To accomplish this, first and foremost we must increase our membership. We are kicking off a peer membership campaign, and are asking every one of our members to recruit at least one new member this year, bring a non-member to a FACCC workshop, issue forum, or the conference, and to participate at the grassroots level in advocating for the California Community Colleges. FACCC will work with you and help you in any way possible.

We recently hired field director Lyndon Marie Thomson, a former high school teacher and community college instructor. She is coordinating the grassroots membership campaign. Lyndon had already been with FACCC for several years as a Central Coast membership organizer, and we welcome her aboard in this new capacity.

FACCC is only as strong as its membership. You have my commitment to build FACCC's strength and I hope I have yours. It's our future, and our students' future, that we're fighting for.

Leslie Smith is an ESL instructor at City College of San Francisco and is president of FACCC.

Performance

continued from page 22

students to UC and CSU in 1995-96 while Mt. San Antonio managed only 301.

Comparison of the $100 million distribution on a per-students basis (Full Time Equivalent Student), by one proposed formula, puts districts like Santa Clarita ($153), Butte ($150) and Yosemite ($148) at the top with Compton ($87) and Rio Hondo ($90) at the bottom, again favoring rural and up-scale suburban districts over those with diverse urban populations.

While we can minimize these differences by playing with the formulas, the underlying differences between the "output" numbers remain. What will be the result of monetary incentives for colleges to increase degrees, certificates, and transfers? Purely from a behaviorist viewpoint, the colleges will react in two ways. First, colleges can increase the numbers by *lowering requirements* for degrees, certificates, and passing courses. Second, colleges can make their "outputs" look better by their "inputs." (Remember Astin's work.) This would encourage colleges to *shift resources* away from basic skills, learning skills, and support services such as counseling and the library and toward instruction in degree and transfer courses. The college would benefit by recruiting students with higher SAT scores and high school GPAs. Is this how we want the system to shape our priorities?

Performance-based budgeting is flawed in principle because it does not take into account the variation in initial student characteristics. It is flawed in practice due to lack of uniform standards for student completion of degrees, certificates, and courses. It encourages institutional behavior that contradicts the mission of community colleges. Performance-based budgeting is a poorly conceived policy that will not work.

Bill Scroggins, of Chabot College, is president of the statewide Academic Senate.

State Budget

By Patrick McCallum

Gov. Pete Wilson finally signed the state budget Aug. 18, 47 days late. It's the largest budget increase in the community colleges' history, at $430 million, of which $130 million is one-time money.

The bigger news is the items he vetoed. At press time, FACCC's game plan in the two weeks before session ended was to get that money back. Watch *InFACCC* for updates. Wilson left a Cost-of-Living-Adjustment (COLA) of 2.97, growth at 3 percent, money for welfare reform, job development, instructional equipment, and a $4 million increase for technology staff development.

The governor **REDUCED** or **VETOED** the following:

- Low income Health Services Assistance: $2 million. *Vetoed.*
- Economic development/job development *reduced* by $5 million, leaving $20 million.
- Staff development: $5 million. *Vetoed.*
- Full-time faculty needs: $1 million. *Vetoed.*
- Student Senate: $200,000. *Vetoed.*
- Part-time faculty office hours: $2 million. *Vetoed.*
- Equalization: $8.6 million. *Vetoed.*

Wilson said he would sign the Cunneen bill (including the $2 million for it) and the $8 million for equalization if his K-12 testing program is approved. We have a very good chance to get these two items. FACCC has asked the governor to restore these items since the money is still available. The governor wants to spend this money on K-12, which would drive down our Prop 98 split share.

For more on welfare, attend the FACCC/Academic Senate all-day, Oct. 3 workshop in the Bay Area. It will focus on money, planning, and how to develop new curriculum. Call FACCC to register: (916) 447-8555.

Budget highlights include the following.

- COLA, growth: $187 million
- Instructional equipment and technology: $151 million, of which $40 million is ongoing money for replacement and new classroom equipment.
- New programs for welfare recipients: $65 million.
- Economic/job development: $25 million
- Noncredit matriculation programs: $10 million increase.
- Student success: $9 million
- Categorical programs: 2.97 percent. $1 million increase goes to basic skills and $3 million goes to EOPS and CARE.

Below is Chancellor's Office budget information.

1997-98 Community College Budget*	**Conference Committee**	**Final Budget**
*in thousands		
Enrollment Growth	89,203	89,203
COLA	90,961	90,961
Equalization	8,600	0 (Vetoed-but can be restored)
Part-time faculty office hours	2,000	0 (Vetoed-but can be restored)
Base Miscellaneous Programs	1,555,340	1,555,340
Property Tax Revenue	1,389,450	1,389,450
California Student Senate	200	0
Telecommunications	18,000	18,000
Instructional Equipment-Block Grant	40,000	40,000
Full-time faculty	1,000	0 (Vetoed)
Staff Development	5,000	0 (Vetoed)
Matriculation	10,000	10,000
Economic Development	25,000	20,000 (Partial veto)
Job Development	0	0
Student Success	9,073	9,073
Health Services Fees	2,000	0 (Vetoed)
Cooperative Agencies Resources for Education (CARE)	--	2,000
EOPS	--	1,000
Welfare Reform	--	65,000
Child Care Block Grant	--	0
Global Education	--	0
Chancellor's Office (non-Prop 98 general fund)	500	300 (Partial veto)
Prior Year, One-Time Funds		
Instructional Equipment--Block Grant	98,472***	98,472***
Deferred and Scheduled Maintenance	20,000	20,000

Union Leader Finds Success In Santa Rosa

Kris Futrell is passionate about many things: her family, her career, her love of the humanities.

So it's logical that Futrell, a part-time humanities instructor at Santa Rosa Junior College, would throw herself with equal gusto into a cause she believes is important. Eight years ago, she got involved in her district's independent union, the All Faculty Association, to do something about the "gross inequity" in pay between full-time and part-time teachers.

Earlier this year as union vice president, she found herself stepping into the president's shoes after an illness prevented him from holding the post. Her term ended in July.

After eight years, she said the union has made a lot of progress when it comes to part-time faculty issues. Lecture instructors, who once made 55 percent of pro-rata pay, now receive 63 percent, plus paid office hours, a form of job security through reassignment priority, and now have the option of the State Teachers Retirement System Cash Balance plan.

"[The progress] feels slow to part-time faculty because there is so much to be done," Futrell said by phone from her home in early May. "But we have made progress every year."

The precedent had already been established, Futrell said, for a part-timer to lead the union. Deborah Sweitzer, a FACCC Board of Governors member, became union president while switching from part-time to full-time teaching.

Although she felt she had the support of the union members, Futrell said she was at a slight disadvantage because she didn't know the full-time faculty as well as the part-time faculty. However, she said it's an ideal situation when the top two union positions are filled by a full-timer and a part-timer.

Futrell became a teacher for the purest of reasons: she always loved school. "To me, the people who have made the most difference in my life were teachers," she said.

Futrell got her start in higher education at Santa Rosa as a student, and said all the faculty members are passionate about their disciplines. Cott Hobart, her former humanities instructor from 25 years ago, inspired her. "He's just a great scholar, very dedicated to teaching, and very challenging," she said.

Hobart, who retired in May, said Futrell stood out from the thousands of students he has taught.

"I remember her as being a very exciting, and excited, student," he told *FACCCTS*. "She's continued to be a leader, and remains an exciting teacher to her students."

Futrell's family history is the stuff literature is made of. Her mother's parents, immigrants from Holland, fled the dust bowl of Oklahoma, as did the characters in *The Grapes of Wrath*. Her grandparents on her father's side were Norwegian immigrants who lived in the Dakotas; O.E. Rolvaag told a similar experience in his 1927 book *Giants in the Earth: A Saga of the Prairie*. Both families moved to Oregon, where her parents met. Her family moved to Santa Rosa when she was 3.

Futrell has traveled to Europe five times, and delights in buying souvenir slides so she can use them in class. She recently returned from a summer trip in Italy.

The humanities are seeing a renewed interest, with the popularity of "learning communities" hinting at a return to interdisciplinary studies. For the past 15 years, the pendulum swung to business and computers, Futrell said, but it's slowly changing.

Futrell has some changes of her own ahead. She recently accepted a full-time position in the new Humanities & Interdisciplinary Studies department. She is also stepping down from the union leadership; she said it's time to cultivate new leaders. She'd like to get involved in curricular issues now that she's a full-timer, she told *FACCCTS*.

It's a happy ending — or beginning — for a part-timer who said she would've quit teaching this year if she hadn't landed that coveted full-time job.

"You just can't teach part-time for a lifetime," Futrell said before getting the position. "You can only put up with the inequity for so long."

But when it comes to working environments, she said, Santa Rosa is very collegial. The proof: some of her full-time colleagues pursue part-time issues, and both full-time and part-time faculty work together to advance faculty issues through union activities.

"It makes a difference if your association or union is behind you," Futrell said. "It makes all the difference in the world." ▲

Hope

continued from page 9

One Success Story

Geri Blouin is a happy women. A mother of four, Blouin began classes at American River College in 1991, entered the CARE program, and found new worlds opening up to her.

Blouin's former husband, "a super con man," had abandoned the family while they were living in Dallas. She ended up in Sacramento, where a sister lives, after a stay in Washington state. It has been at her lowest points in life that she's seen the best of people: her church in Bellevue sponsored their move and bought the train tickets.

She "never saw a dime" of child support money.

"I'm real grateful for AFDC," Blouin said. "It allowed me time to heal."

Now life is better, though still challenging. With federal assistance, she and her sons, Kevin, 13, Eric, 9, Brett, 8, and Remy, 3, (who has a different father with whom he lives more than half the time) moved in March to their current home in a better neighborhood.

Attending community college shattered Blouin's misconceptions about herself. "It helped me realize I *am* very bright," Blouin said.

Although Blouin has 14 years dental assisting experience, three years on the waiting list for the dental hygienist program at American River College eventually forced her to switch to teaching. She found this alternate career goal while working as an aide in her sons' school.

Blouin finished her associate degree in early childhood development last spring, and transferred to the teaching program at California State University, Sacramento. If her welfare is cut when she's almost finished, she said she might just take out a big loan.

With September here, Blouin will again face more busy days of classes and the after-school blur of helping her sons with homework, making dinner, shuttling them to soccer or Boy Scouts, baths, then bed. It finally ends around 10 p.m., when she can enjoy her own quiet study time.

"We've been real blessed," Blouin said. "I have a lot of people who want to see us do well."

"...school is my way off of the welfare system." — Sharonda Ball

On the Right Path

Sharonda Ball's children, twins Jamie and Julian, 6, Jordan, 5, and Jaylen, 2, are an energetic group. One afternoon in July, they played loudly in their bedroom, while their mother told their story. They live in a worn complex, next to a fast food place on a main street in suburban Sacramento.

Ball, fiercely independent and determined, used to work minimum-wage jobs. Now that she has kids, she wouldn't be able to make enough money to pay for daycare. Her cousin, also her roommate, baby-sits for her while she's at college and the other kids are in school or afterschool programs.

More important than education is getting a decent job, she said, one that pays $2,000 a month. She said she'd even quit school to take a $1,000 a month job now if she could.

"Who wouldn't want to be more educated?" she said. "I've found school is my way off of the welfare system."

Ball admitted she's made mistakes, but is working hard to make their life better. Her cousin splits the $495 rent with her. After spending money on the essentials of groceries, toiletries, and the like, her monthly $730 welfare allowance is gone. Occasionally, she has an extra $5 or $7 from baby-sitting.

"I can't wait for the day when it's not a big deal to get my child a pair of shoes," she said. Or let them play sports. When Jamie wanted to join a league baseball team, she had to tell him they couldn't afford it. "You never have money!" he said in frustration.

Ball dreams of becoming a journalist — she loves to write and has always kept a diary — but figures studying advertising, sales promotion, and marketing will get her a steady office job. When they drive past nice houses with yards, she promises her sons, "Mommy's going to work it out. We'll have a safe house."

She earned an A for one of her first essays in college, she said proudly, pointing out it was a great thing for a high school dropout to accomplish. The teacher read it in class, and wasn't going to reveal her name until Ball, bursting with pride, told her it was OK. Her classmates applauded.

"That made me feel really good," Ball said with a wide smile. "I felt special. I felt like I belonged."

Katherine Martinez is FACCCTS' *managing editor.*

Staying Active: Retirement Is Creative Challenge

Editor's note: John LeBaron wrote this column in February.

JOHN LEBARON

The other day, I was rifling through my binder, looking for something, when I came across the answer sheet for a quiz that I had given several weeks before.

I waddled it up and lobbed it into the trash can some 10 feet away, while continuing my banter with several students who were working in the lab that afternoon.

They missed the significance of what I had done. I wouldn't need those answers any more, because I wouldn't be teaching that class again. They didn't know it, but I was a short-timer who had accepted the golden handshake and would be retiring at the end of the semester.

Tossing that piece of paper away was just one of the little steps. I had already submitted my letter to the academic vice president. My date to work out details with the State Teachers Retirement System counselor is scheduled, and my colleagues in the art department all know of my decision, even though most of my students don't.

There are still a lot of chores ahead. Meeting with my financial advisor, checking out the pros and cons of the various possible supplemental health plans, getting updated on Social Security— the list goes on.

Then there are more personal aspects of this retirement business. When do I tell my students? What do I do with all the junk in my office? What information do I need to compile for my successor? And do I want to serve on the committee that will be interviewing this spring for the first new full-time photography instructor at Santa Rosa Junior College in more than 20 years? Part of me says, "Yes, I do," but another voice in me says, "John, you can't rule from the grave, so to speak, so stay out of it." In any event, it is one more decision to make.

I hope I will continue to feel like I am part of the campus family.

My off-campus friends are already asking, what will you do with your time? Answer: Everything that I do now, except go to Analy Hall four days a week. My health is good, I lead an active and curiosity-driven life. I like to run, to ride my mountain bike, I will continue to photograph and exhibit, I have a new grandson, and I hope to travel more. Maybe I'll even teach a class now and then, or maybe take some classes somewhere. The spectre of retirement doesn't seem that bad.

One of my friends, already a retiree, asked me eagerly the other day, "Will you learn to play golf?" Answer: Probably not, but other new vistas will open up for me. For one thing, it will be possible for my wife and I to take vacations at the time of the year we wish, not just when school is out. This is a new freedom that I haven't had for a long time.

Will I miss teaching? Yes, and I certainly will miss that constant contact with young people. I've shared in their enthusiasm, dreams, idealism, and successes for much of my working life, and I consider them my friends. I may find it a difficult transition into a world of my peers, with many of them constantly talking about their aches, pains and pensions. Will I return to the campus? Certainly, to art shows, sports events, parties and gatherings. I hope I will continue to feel like I am part of the campus family.

Maybe I will do some nature-oriented work with some nature-oriented cause or organization. Maybe I'll write a book; everyone says they're going to do this. In any event, I look forward to retirement as a creative challenge. I'm going out in good spirits. My years at a community college have been fun, but now it is time to move on.

John LeBaron taught photography in the Santa Rosa Junior College art department for 12 years part-time and 22 years full-time.

✍ **Does your campus have a retired faculty association? Share your stories with *FACCCTS*. Contact Katherine Martinez at (916) 447-8555 or <writefacc@aol.com>**

Perceptions

FACCCTOTUM

It takes ordinary people to do extraordinary things.
— Dr. Tom Dooley

I've failed over and over and over again
in my life. That is why I succeed.
— Michael Jordan

Technology has replaced culture. We have no culture.
It's really scary. But people haven't noticed
it's gone yet.
— Exene Cervenkova

To see things in the seed, that is genius.
— Lao-tzu

Babe Ruth struck out 1,330 times.— statistic

I am not young enough to know everything.
— Oscar Wilde

Make no judgments where you have no compassion.
— Anne McCaffrey

Obstacles are those frightful things you see when you
take your eyes off your goal.
— Henry Ford

There are no rules here. We're trying
to accomplish something.
— Thomas A. Edison

It seems necessary to completely shed the old skin
before the new, brighter, stronger, more
beautiful one can emerge...
— Julie Ridge

Philosophy is perfectly right in saying that life must be
understood backward. But one forgets the other clause –
that it must be lived forward.
— Søren Kierkegaard

The art of being wise is the art of
knowing what to overlook.
— William James

Change is an easy panacea. It takes character to stay in
one place and be happy there.
— Elizabeth Clark Dunn

...Many small maken a great.
— Geoffrey Chaucer

Got An Opinion?

Share it with your community college colleagues. If you can say it in 600 words, we'll consider it for publication in *FACCCTS*.

This is your chance to tell your peers, state legislators, and higher education leaders about an issue important to you. (See page 20 for an example). Remember, *FACCCTS* is *your* forum.

We also accept letters to the editor (250 words or less; See page 4) and articles that analyze or provide new information about a community college issue.

So what are you waiting for?

Contact Katherine Martinez at (916) 447-8555 or <writefaccc@aol.com>.

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Leslie Smith
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Inside

Primary Colors

Page 8

New laws on term limits, open primaries and campaign reform have made adovcacy a challenge. **Mona Field,** a political science instructor at Glendale College, explains in plain language what changes FACCC activists can expect to see in the 1998 election year. And long-time FACCC activist **Cy Gulassa** calls on colleges and faculty to support part-time faculty in "Tea and Sympathy for Workers."

Each One Teach One

Page 14

FACCC's peer-to-peer membership campaign is underway. Read your colleagues' stories about why they joined FACCC. You may be inspired to join them in recruiting colleagues. Prizes and recognition await, not to mention the satisfaction you'll feel in helping empower faculty through FACCC's advocacy in Sacramento and Washington, D.C.

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WHAT'S NEW / WHAT'S NOT

On the cover: FACCC empowers you through advocacy in Sacramento and Washington, D.C. Now you can help build FACCC's strength. Listen to your peers on p. 8, 9, 14, and 15. And find out why YOU have the power to determine your professional destiny. Cover art: Dynamic Graphics.

FACCCTS

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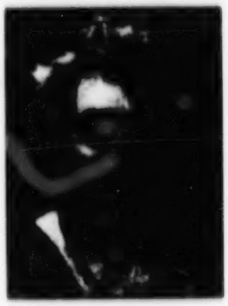
How Faculty Make A Difference in the CCC



Leslie Smith

One avenue in which faculty members have the ability to shape the direction of the California Community Colleges is through the Consultation process. It is in this process that the system's budget and legislative proposals are developed before going to the California Community Colleges Board of Governors for adoption. Other matters subject to Consultation include policies adopted by the board, such as regulations, general policies, The Basic Agenda, standing orders, the Chancellor's executive orders, and procedures for adopting regulations.

The Consultation Council is designed to give students, trustees, administrators (CEOs, CBOs, CIOs, CSSOs, CHROs), classified staff and faculty a formal opportunity to bring up policy ideas and concerns with the chancellor, who represents the CCC BOG at these meetings. In fact, the CCC BOG will make every attempt to accept the chancellor's recommendations developed through Consultation. When rejecting or adopting a different recommendation, the CCC BOG provides a clear and substantive rationale.

In addition, while each Consultation group has committed itself to strive to accept and accommodate the consensus reached in Consultation, each group also retains the ultimate right to excuse itself from Consultation on a particular issue or the ultimate right to take an issue to a different arena.

The Council is finishing up one of its most important tasks in recent years and its first official report: "2005: A Report of the Task Force for the Chancellor's Consultation Council." This report focuses on the community colleges' access and funding for the next seven years. As I've said here before, taxpayer support for the CCC is the lowest in the nation per Full Time Equivalent Student. The participation rate, though still high compared to other states, is at an all-time low for California, despite new missions in economic development and welfare reform. African American males' participation rate is half that of 1980, while Hispanic males continue with the lowest rate at about 4 percent. Access still depends on funding and fees; across the nation, financial aid doesn't increase as fees increase; and quality suffers as funding per FTES decreases. The 2005 Task Force report now goes to the CCC BOG for action.

The Council has an incredible set of tasks this coming year. The "Reinventing the Education Code and Title V" project led by former CCC Chancellor Gerald Hayward will come to Consultation this spring for review and recommendations. The virtual university is a hot topic in higher education today and is just beginning to be discussed in the Council. Sen. Jim Costa's (D-Fresno) bill, SB 624, requires the board to develop policies on public-private partnerships; the Council will lead the way to bring additional resources into the system.

Overall the Consultation process has been very effective. Hearing why, as well as what, the other groups think is critically important to developing consensus and understanding the other groups' interests and knowledge. Establishing task forces that make recommendations to the larger group on specific issues has greatly increased the quality and speed with which the Council addresses issues. At a roundtable discussion held by the California Citizens Commission on Higher Education last spring, all CCC representatives agreed that the current Consultation process was working

See Consultation, page 11

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View From The Front

Empower Yourself Now: *Just Ask*

PATRICK MCCALLUM

The time to spread the word about FACCC is now. Think about the ways faculty are empowered. Every time you help a student learn, every time your union, Academic Senate or FACCC is strengthened, you are empowered.

Now it's time for you to help build on that power by increasing FACCC's membership.

Recently, community colleges enjoyed a major victory when Gov. Pete Wilson signed the state budget and accompanying bills. The California Community Colleges received their largest dollar increase, with money for more full-time faculty positions (adding counselors and librarians), staff development, instructional equipment and incentives for districts to provide paid office hours to part time faculty. We've also helped defeat bills to eliminate tenure and create a CCC charter school.

Now is the perfect time to herald our victory and tell faculty again and again how important FACCC is to community college faculty and students.

We've launched a peer membership campaign, "Each One Teach One." It's clear that direct mail, which FACCC has used in the past, is no longer effective in recruiting new members. Since we have 107 colleges throughout the state and no formal local organization, we need to rely on you for new members. Every year, we lose more than 400 members to retirement. To replace those members and increase our political influence, we want to reach 10,000 members by the year 2000.

Imagine what we will do with 10,000 members. We'll have more political influence in fighting for your interests, improved FACCC services, and a greater profile in the community college world. We will have that if all of you choose to recruit at least one person.

Start with your friends. It's easy. Just ask. Tell them why you joined.

> We asked legislators to support the community colleges and they did.

We asked legislators to support the community colleges and they did. Ask your colleagues to join FACCC and they will.

And for every FACCC member you recruit, you'll receive gifts and a chance to win an overseas trip for two.

On the plate for this year is the 1998 election, full-time faculty bill SB 877 (to add a category in the state budget to hire more full-time faculty), improving STRS, a fair Prop 98 share, the ongoing implementation of welfare reform, technology, job training and economic development. In Washington, D.C., we are working on the vocational education block grant and the reauthorization of the Higher Education Act.

I hope to see you at our annual conference Feb. 26 — 28 in Pasadena. *(See page 16 for more information.)* You'll have the opportunity to meet candidates running for governor and learn about community college technology issues.

And good luck in winning the overseas vacation.

Patrick McCallum is executive director of FACCC.

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View From Washington

Federal Funds for Education Pending

With the end of the 105th Congress' first session expected in mid-November, Congress is still struggling with last-minute "must pass" funding legislation.

Meanwhile, the reauthorization of the Higher Education Act is postponed until early 1998. I'll continue working with Patrick McCallum and Leslie Smith on this and other issues.

LYNDA DAVIS

The Workforce Investment Partnership Act, S. 1186, was approved Sept. 24 by the Committee on Labor and Human Resources. The bill consolidates funding for adult job training (including the Job Training Partnership Act), the Carl D. Perkins Vocational Act and Applied Technology Education Act, and the Adult Education Act into grants to states with separate funding and governance structures. The bill is expected to gain Senate approval by November. While the Senate bill will be modified to compromise with the House passed bill, its more block-grant approach could mean that colleges will have to compete more with other vocational education providers and Private Industry Councils.

Federal Funding for Education Programs Still Pending

While agreements have been reached on next year's federal funding for most programs (including $1.44 million more for Pell grants and the expansion of eligibility to independent students, such as those at colleges) the education appropriations bill is stalled due to the very strong debate over the advisability of funding development of a national standards test for K-12 students.

Education Tax Credits for Students and Families

Under the Taxpayer Relief Act passed by Congress in August, the first two years of college should be within the reach of all Californians.

Under the new HOPE Scholarships for example, an estimated 761,000 California students will receive a tax credit in 1998-99 worth up to a 100 percent discount on the estimated average tuition and fee of $400 (for a full-time load). Books, housing and transportation costs are not included. The tax credit would be for students who pay after Dec. 31 for classes that begin in 1988, provided they meet the eligibility requirement for tax year 1998: a family income of less than $68,000.)

The new Lifetime Learning Tax Credit will allow students to continue their education later in life. An additional 934,000 California students can take advantage of the 20 percent Lifetime Learning Tax Credit on up to the first $5,000 in tuition and fees through the year 2002 and up to $10,000 after 2002.

The Telecommunications Act of 1996

includes a universal service provision requiring telecommunications carriers to provide affordable rates to educational institutions, non-profit libraries and rural health providers. A fund of $2.25 billion will pay for the services.

The discount "E-Rate" will go to K-12 institutions; the law allows colleges to benefit when working with K-12. A community college could provide distance learning to a high school and benefit from the discounted rate if the high school orders and pays for the telecommunications link. Community college libraries are eligible for the discounted rates only if their budgets are separate from the college's budget. CCs are eligible for discount rates as rural health providers if they are public or non-profit, located in a rural area, and the discounted services are used only for health services or instruction.

U.S. DOE Strategic Plan Includes Teacher Improvements

In response to a new Congressional requirement affecting all federal agencies, the U.S. Department of Education issued its strategic plan for 1998-2002 which includes policy priorities and objectives for educators, parents and communities. While most of the educator focus is on elementary and secondary teachers, the plan is a preview of what we can expect early next year.

The plan has four goals: (1) help all students so they are prepared for responsible citizenship, further learning, and productive employment; (2) build a solid foundation for learning; (3) ensure access to postsecondary education and lifelong learning; and (4) focus on results and service quality.

No specific funding proposals are attached to these activities and few details are provided. FACCC members will have to wait until next year to see how the administration plans to translate them into programs. ◆

Lynda Davis of Davis O'Connell is FACCC's Washington, D.C. lobbyist.

New Laws Present Obstacles

Primary Colors

How to Elect Friends to Sacramento — And You Thought Last Time Was A Challenge

MONA FIELD

As FACCC activists gear up to help pro-education folks get elected to the Legislature next year (as well as looking to elect a pro-education governor), they face an array of brand-new rules that are enough to stymie even the most sophisticated political experts.

Among these new rules are the various blessings of direct democracy, Propositions 140, 198, and 208. The majority of voters has spoken, and the outcomes are fuzzy if not outright terrible.

For those not immersed in the arcane world of California politics, perhaps mere numbers are not enough. For your information, Prop. 140 was term limits, Prop. 198 was "open" primaries, and Prop. 208 was the so-called "campaign reform" act of 1996.

In an incredible balancing act, politicians, campaign advisors and special interest groups (like us!) have to prepare to obey the laws passed by the voters while simultaneously realizing that the courts may change the laws at any moment. More specifically, rulings on term limits, open primaries and campaign reform were expected in October and November — just in time for Dec. 2, when any sensible candidate for the June 2, 1998 primary will begin actively raising funds.

While keeping our eyes on the newspapers and our ears to Sacramento (via FACCC's excellent communications), we can also try to envision our role in politics under the new rules.

> While keeping our eyes on the newspapers..., we can also try to envision our role in politics under the new rules.

For example, if the courts undo term limits, we will suddenly have a slew of "termed-out" people running again. Keep your antenna up for that. If term limits are upheld, then expect the continuing merry-go-round as new faces arrive in Sacramento every few years. Now that legislative posts are so brief, many smart legislators don't even stick around for their full potential (six years in the Assembly and eight years in the Senate). Some of them just bail out for private industry or other government work when the opportunity arises, leaving us numerous special elections to deal with. As you support candidates for your local board of trustees or other local posts, keep your eyes open for future legislative candidates. We will need a constant supply of high-quality people to send to Sacramento.

Meanwhile, on another front, if the open primary (actually a "blanket" primary in which all candidates of all parties are listed on one ballot) is upheld by the courts, plan for a very unusual June 2 election — one in which the major parties may not accept the results of that primary as the party's actual nominees, but may choose to hold party caucuses to develop their candidates for November 1998. This is how Washington and Alaska handle their blanket primaries; they are the only states to use this method and the two major parties do not accept the delegates chosen through blanket primaries as delegates to national political conventions. In other words, we may vote in a blanket primary, but the top candidates from each party are not necessarily those who will be chosen to run by those parties in November.

And, just to make politics even more exciting, watch out for the campaign finance rules that may become permanent if Prop. 208 is ruled constitutional. If you have traditionally given money, either as an individual or member of a Political Action Committee (like the FACCC PAC), you will have to learn the new limits to your generosity. And your local organization's

Please see Primary, page 10

Empowerment

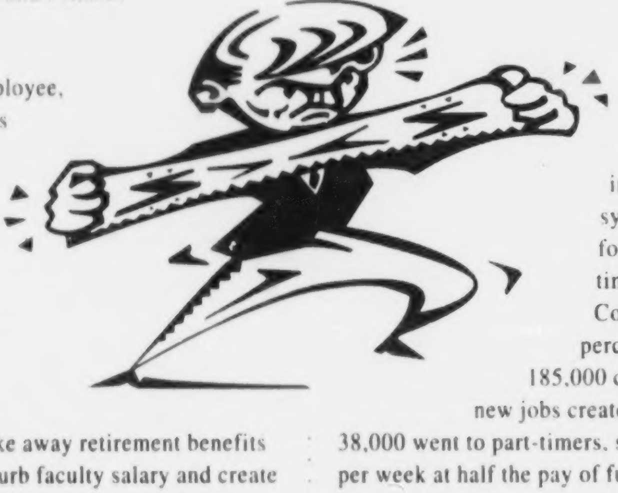
Tea and Sympathy for Workers

CYRIL GULASSA

If union settlements can be read like tea leaves, last August's United Parcel Service strike contains interesting information for community college faculty.

First of all, the settlement provides a big boost for unionism in general. In the opinion of nearly every major publication, including the *New York Times*, *Time* magazine, the *Herald Tribune* and the *Economist*, the settlement marks a turnaround for organized labor, which has been on an accelerated decline ever since 1981 when President Ronald Reagan, in the first round of this presidency, knocked out the Professional Air Traffic Controllers Association (PATCO), and its 15,000 members.

Following Reagan's lead, businesses shed regulations and initiated a massive wave of workforce reductions, under the guise of euphemisms like "downsizing," "reingineering," right-sizing," and "retooling for global competition." Management shoved full-time employees out the back door and hired them or their counterparts back at the front door as "part-timers" for half the salary and no health and retirement benefits. A the same time, top management granted themselves heroic salary increases and bonuses for their chainsaw approach to restructuring.



This new anti-social, anti-employee, bottom-line approach to businesses even affected the way community colleges are run. Some districts pegged the salaries of top managers to how much they won at bargaining tables in the form of takebacks, increasing load and keeping salary in check. At Foothill-DeAnza CCD, management tried unsuccessfully for five years to take away retirement benefits for new hires and more recently, curb faculty salary and create two-tier load structures. In 15 different community colleges at last count, faculty hung the albatross "no confidence" around the necks of its top managers largely for behaving like corporate CEOs. Community college managers, apparently confused over the difference between business and education, have responded by blaming unions and "shared governance," and holding state meetings on how to consolidate control.

No less an icon than Peter Drucker warned that not just workers but professionals would soon revolt against corporate greed and its downgrading of the concept of "loyal employees" to interchangeable units of production. Sure enough, when John Sweeney succeeded AFL-CIO President Lane Kirkland, he abandoned the "nice-guy" approach to politics and spent millions to influence elections and recruit disaffected workers and professionals.

The result? The average professional — not just hourly workers — now understands the need for collective action to preserve what they have. *The Chronicle of Higher Education* runs weekly articles on tenured university professors, who traditionally disdained unions, forming collective bargaining units to protect against arbitrary decisions of a new breed of top managers who view themselves more as business entrepreneurs than educators. "Unionism" is no longer a pejorative term, in fact it's viewed as professional salvation even for medical doctors.

If the UPS strike was instrumental in revealing public sympathy for unionism, it also focused the spotlight on the part-time worker. Like the California Community Colleges, nearly 60 percent of UPS' workforce of 185,000 consists of part-timers. Of 46,000 new jobs created over the past four years, 38,000 went to part-timers, some of whom worked 35 hours per week at half the pay of full-timers. No wonder that at the heart of the strike was the demand for a reversal of the trend. What shocked UPS management were polls that showed 55

Please see UPS, next page

Welfare Reform

Challenges, One-Year Programs Discussed

With welfare reform in full swing, community colleges, counties, and private organizations have already jump-started programs tailored to meet welfare students' demands for job training.

A FACCC/Academic Senate co-sponsored workshop on the implications of welfare reform provided a snapshot of what the community colleges are up against, how one county assesses and serves the welfare population, and how a couple of one-year programs are helping students gain job skills. About 50 faculty members attended the event, held Oct. 3 at Laney College in Oakland.

FACCC president Leslie Smith gave an overview of the welfare population.

"The whole focus of **TANF [Temporary Assistance For Needy Families]** and role of the community colleges is to get students a job," Smith said. "It's no longer life-long learning."

Ultimately, legislators, the public, and others will hold the community colleges accountable, Smith said. If students don't find jobs, whose fault is it?

Thelma Scott-Skillman

Thelma Scott-Skillman, vice chancellor of student services, discussed how the Chancellor's Office is preparing for **CalWORKs,** the state's welfare reform plan, which goes into effect Jan. 1. Scott-Skillman also spoke about the federal welfare reform's complexities and strict restrictions. "This is going to be a real test for our state," she said. Among CalWORKS provisions:

- A strict, cumulative five year lifetime limit on aid

Please see Welfare, page 26

Primary

continued from previous page

political action fund will have to either give a very small amount to candidates or simply learn to run an independent expenditure campaign. These independent campaigns are not impossible to do, but doing them legally is tricky. You can request FACCC to send you materials about successful independent expenditure campaigns which have already taken place in some college districts.

Are you confused yet? Well, don't feel alone. Recent seminars for political consultants who were briefed by attorneys about the latest political and legal news were filled with groans of despair and jokes about prison sentences and hefty fines. The world of politics is indeed more complex than ever, but what other world determines our colleges' destinies?

It's what we have, and we have to make it work. For more information on specific campaign strategies, please e-mail me at <mfield@glendale.cc.ca.us>.

Mona Field teaches political science at Glendale Community College and is FACCC's 1997 Local Advocate of the Year. Field and Charles P. Sohner are co-authors of the seventh edition of California Government and Politics Today.

UPS

continued from previous page

percent of the public surveyed supported the strikers while only 27 percent were for management, a complete reversal of Reagan's 1981 victory against labor. *Time* calls this a "seismic shift in national consciousness." Apparently enough people have been squeezed by downsizing and appalled by corporate greed to shift loyalties to unions.

It would seem like an opportune moment, therefore, for community college organizations and faculty leaders to mount a major campaign on behalf of part-time faculty. The agenda should include better pay and benefits for part-time faculty, restrictions on their overuse, and strong new incentives for hiring full-timers. Throughout business and industry, part-time employees make up about 20 percent of the workforce. It seems a terrible breach of ethics and integrity for a group of educators to accept as normal that 60 percent of their profession should be part-time employees working for half pay with minimal job protections and, all too often, no benefits at all.

Cy Gulassa, a long-time FACCC activist, retired this year from Foothill College. He continues to be involved in community college issues.

Consultation

continued from page 5

well and significantly better than any previous model.

Some have criticized the Consultation process because of the length of time it takes to reach a consensus. I disagree that the process is overly long. It takes time to have a deliberative discussion on the critical issues facing the community colleges. I also think that having all constituents at the table speeds up the process and prevents the inevitable end runs of exclusionary processes. Furthermore, by getting input from all perspectives, the solutions reached are better thought out and have less need for revision. Bob Moore, FACCC's interim policy analyst and former Gov. Jerry Brown's educational advisor, had an opportunity to attend a Consultation Council meeting earlier this year. "This is great!" he said. "Everyone is sitting at one table, discussing educational policy for the community colleges, and developing recommendations for its future. This is not happening anywhere else."

That is not to say there are not issues of great concern to faculty that continue to persist as problems. First and foremost is the issue of full-time faculty: two-thirds of the faculty continue to work on a part-time basis, slightly up from 1989 when AB 1725 was implemented. In addition, when the process is circumvented or short-circuited it becomes weak and the recommendations less than optimal. Despite these exceptions, the Consultation process works very well to produce the best solutions to the issues facing the community colleges.

Leslie Smith is an ESL instructor at City College of San Francisco and is president of FACCC.

Representatives to the Consultation Council are Thomas Nussbaum, Chancellor; Guy Lease and E. Jan Kehoe, California Community College CEOs; Leslie Smith, FACCC; Bill Scroggins and Lee Haggerty, Academic Senate; Michael Gregoryk, Association of Chief Business Officials; Karen Furukawa, Association of CCC Administrators; Sandi Sawa and Shane Sommers, California Student Association of Community Colleges; Tom Tyner, CCC/California Federation of Teachers; Debra Landre, CC Association/California Teachers Association; Patricia Griffin, CCC Chief Student Service Administration Association; Deborah Sweitzer, CCC Independents; David Viar, Community College League of California; Jack Miyamoto, Chief Human Resources and Affirmative Action Officers; Annette Lambson, Chief Instructional Officers of the CCC; Rick Pratt, California School Employees Association; Paul Higgins, Student Senate; and vice chancellors Rita Cepeda, Gus Guichard and Patrick Lenz of the Chancellor's Office.

Evening Business Instructors

The **University of Phoenix** in Southern California has immediate openings for adjunct instructors to teach evening business, management & computer science classes throughout the region.

If you have had your masters degree for at least two years and are actively employed in business, this is an opportunity to consider.

Instructors are needed in *business communications, management, accounting, finance, computer information systems and humanities*. A critical need exists for *economics* instructors.

Benefits include small classes, accelerated programs (5-6 weeks), flexible scheduling, competitive salary & stock purchase plan.

To be considered to teach, mail your resume/cover letter today.

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No Phone Calls Please

University of Phoenix

FastFACCCTS

FACCC Board Opposes Initiative

The FACCC Board of Governors voted at its October meeting to oppose a proposition that will appear on the 1998 ballot. The initiative would eliminate the ability for associations to collect political contributions through payroll deduction.

In its September meeting, the FACCC BOG adopted committee work plans and a revised budget to focus on policy development, develop a plan to improve STRS purchasing power, create a legislative strategy, continue trying to increase full-time faculty positions and part-time faculty equity, equalize funding for non-credit, and get a fair share of the Prop 98 split. The board also emphasized increasing FACCC membership through the "Each One Teach One" campaign, one of its top priorities.

Dave Stuart/FACCCTS

Robert Alleborn tells faculty about public-private partnerships he spearheaded at UC Irvine during the Oct. 17 FACCC issue forum at Southwestern College.

Alleborn Discusses Partnerships

Robert Alleborn, vice president of the CCC Board of Governors, said forming partnerships between colleges and private industry is imperative if colleges are to meet the immediate facility needs of the increased student population.

Otherwise, colleges have to wait years for state-built facilities and deny students access, which he said is unacceptable.

Alleborn spoke to faculty at an Oct. 17 FACCC issue forum at Southwestern College. He explained how he created a partnership between UC Irvine and the private sector, the first in the UC system, to construct a needed building on the campus. UCI (including faculty) controlled the design, while private money paid for the building's construction. The project was finished ahead of schedule and 20 percent under budget. UCI leased the building, then bought it after three years. The campus leases the ground floor to a health club.

Saddleback College's driving range is one example of a public-private project that provides income using surplus land.

Alleborn said he's "highly concerned about deferred maintenance," because it grows exponentially, and that college facilities "should be up to the best of standards."

A couple of related bills that were recently signed into law include (1) SB 624 (Costa-D) that requires the CCC board to develop a process for the approval and funding of public-private collaborative facility projects, and (2) SB 465 (Rainey-R) that allows community college districts to develop public-private partnerships for building construction, and allows these facilities to be eligible to receive state-funded equipment.

FACCC, Guild Hire Isenberg

FACCC and the AFT/L.A. College Guild have hired a respected former state assemblymember to lead their efforts in improving STRS. *(See photo, right.)*

Phil Isenberg, who left office last year due to term limits, will work with a committee that will create a reform package to improve the State Teachers Retirement System. California and Arizona's STRS benefits are the lowest of all the western states.

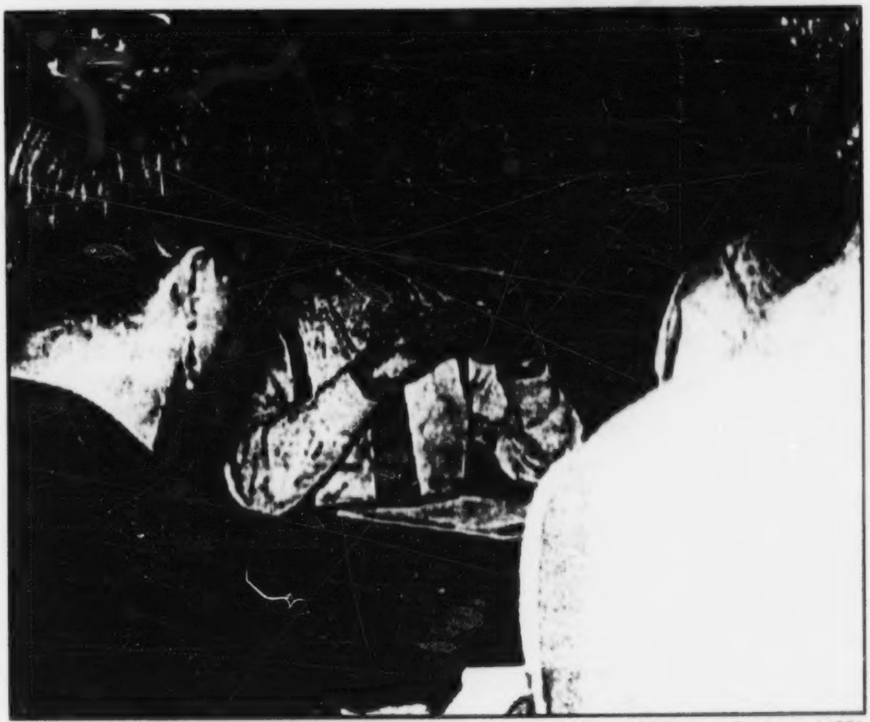
FACCC and CFT are interested in proposing three general changes that would provide equity and conformity to the STRS program: (1) ensuring inflation protection to 100 percent after time of retirement; (2) enhancing retirement options by adjusting the benefit factor and years of service credit; and (3) providing equity, particularly in spousal options and health benefits.

The committee includes FACCC Board of Governors members John Baley (Cerritos College), John McDowell (L.A. Trade-Tech) and Carolyn Russell (Rio Hondo College), as well as Carolyn Widener (West L.A. College) and Carl Friedlander (L.A. City College).

UC Extension Competes

The University of California's 106-year-old University Extension program has become a major competitor in the continuing education world, with more than 50,000 programs and

FastFACCCTS



Courtesy of Read On, AFT College Guild, Local 1521

Former Assemblymember Phil Isenberg spoke with FACCC and Los Angeles AFT College Guild faculty in October. The two organizations recently hired Isenberg to lead their efforts to improve STRS benefits for faculty.

one million enrollments in the past three years alone.

University Extension offers more than 380 certificate programs across its eight branches, with most having clear, applied professional focus and ties to career fields. And University Extension also offers various kinds of undergraduate degree credit courses, plus flexible formats such as short courses, 43 courses offered through American Online, and on-line courses through a partnership between UCLA and The Home Education Network.

Universities Failing Execs

California's Community Colleges earned a C on the American Electronics Association's annual report card on California's business climate, the San Jose Mercury News reported.

The report card shows progress more than an absolute measure of performance: K-12 schools have incrementally improved over the past six years, but public universities have significantly worsened, receiving a D+.

"The D+ reflects the frustration many executives feel because of their difficulty finding enough local graduates with the skills their companies need — a problem exacerbated by the current high-tech boom," business columnist James Mitchell said.

One executive of a tech firm in Irvine complained he has to look out of the state, and even out of the country, to find qualified employees because the University of California at Irvine "produces graduates we can't hire." UCI students work with outmoded computer languages rather than recent ones like Java.

"While high-tech executives believe some of the taxes that go to education could be used more effectively," Mitchell wrote, "they're also studying the need for more funding and where the money might come from." Possibilities under consideration are proposals for local tax measures and for an across-the-board, 0.25 percent dedicated sales tax for a limited number of years.

What's 30 Minutes?

It's easy for FACCC members to accomplish a lot for the association in 30 minutes each week. Here are some specific actions you can write into your calendar now.

Membership Marketing:

- Call three members in your area to get feedback about trends in the community colleges and how FACCC is doing in those areas.
- Call three new FACCC members and make them feel welcome.

Please see FastFACCCTS, page 23

For The Record

Gerald "Jerry" Hayward's nickname was misspelled on page 5 of the May 1997 issue.

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call Katherine Martinez at (916) 447-8555.

Each One Teach One

Yamakoshi Recruits, Wins Computer

FACCC member Lois Yamakoshi won a new computer for the Quick Start Award in the FACCC "Each One Teach One" membership campaign. She recruited the most new members by Oct. 15.

Yamakoshi, a math instructor at Los Medanos College, sponsored 10 new members by the October deadline.

The Top Sponsor Award, a special vacation or cruise, will go to the person who sponsors the most new members by Feb. 15. All sponsors have a chance to win a May 15 drawing for an overseas trip. FACCC will also award weekend bed-and-breakfast stays and prizes through other drawings. For more info, contact FACCC Field Director Lyndon Thomson at (916) 447-8555 or <LyndonMT@aol.com>.

Faculty in the past have found that often the only reason colleagues haven't joined FACCC is simply because no one has asked them.

Here are some stories from FACCC members about how they first heard about FACCC and why they joined. Maybe they'll inspire you to ask a non-member colleague if they'd like to join.

"Why I Joined FACCC"

Lois Yamakoshi, FACCC Board of Governors Member, Math, Los Medanos College —

"Brendan Brown, recruiter of the decade, was my office mate. He recruited most of the Los Medanos College FACCC members. He taught me how to do this recruiting job more effectively (many of the same tips are in Larry Toy's FACCC information sheet "14 Ways to Successful Membership Recruitment") and still finds time to encourage me to go back to those faculty members who have not said yes the first time.

"About half of the faculty members I talk to realize that we need each and every one of them to make our advocacy work. They quickly realize that EVERY aspect of their professional life is touched by decisions in Sacramento and Washington D.C.

"Although we are 100 percent-plus in our concern for our students, most of us are not available 100 percent of the time to do the day-to-day work that must happen. This is where FACCC works on our behalf. We need to continue to educate the legislators regarding community college issues, so that our students have every opportunity to succeed."

Carolyn Russell, CTA President, FACCC BOG member, English, Rio Hondo College —

"I meant to join FACCC years ago. I kept getting those [membership] cards and sticking them in my desk. Occasionally, I got letters from colleagues who wanted me to join them in FACCC. I put those in my desk. I sometimes got *FACCCTS*, which, though I read with interest, I stuck in my desk. When I had a sufficient stack, I said, 'I can't let these people do all this work for me and my students for free!' So I filled out a card and cleared out my desk.

"This is what I'd ask non-members: 'Who's looking out for faculty while faculty look out for students?' It seems as if everybody knows what's best for higher education—the neighbors, legislators, business persons—and while everybody puts in their two-cents, that's about all they do. That's where FACCC comes in. FACCC translates sound educational values into legislation and gets the dollars to make it happen. So, what's a faculty member to do? Join FACCC, make your voice heard, contribute to the organization that looks after faculty so we can get on with the business of looking after students."

FACCC thanks the following faculty who have sponsored at least one new member as of press time (listed alphabetically): George Carlson, Fran Chandler, Lina Chen, Charles Donaldson, Eulalia Esparza-Geban, Joseline Glenn, Jane Hallinger, Loretta Hernandez, Catherine Machalinski, John McDowell, Jonathan McLeod, Kathleen O'Connor, John Queen, Carolyn Russell, Barbara Schnelker, Janet Tarjan, Lois Yamakoshi, Anne Ysunza.

FACCC thanks the sponsors of its "Each One Teach One" campaign for their generous support: Educators Bed & Breakfast Network, Zuk & Associates.

Empowerment

Faculty Take On Empowerment Challenge

There's strength in numbers.

As part of an effort to strengthen its membership and advocacy, FACCC held a **Faculty Empowerment Seminar** Sept. 5 and 6. About 80 faculty members attended the event.

The goal was to inform FACCC members about the latest budget and legislative issues, and ask them to participate in the new "Each One Teach One" peer membership campaign. Peer recruiters are eligible for prizes, including an overseas trip. **Zuk & Associates,** the event sponsor, gave an informational workshop on **"STRS Made Easy."**

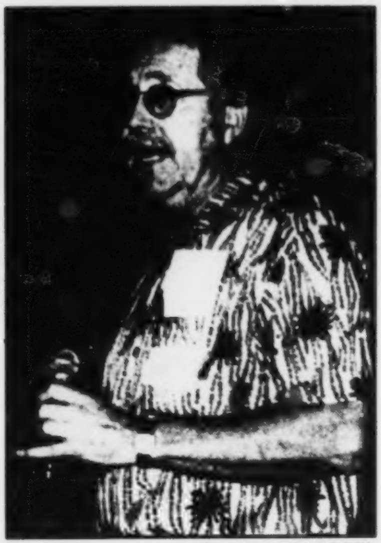
Faculty enjoyed the seminar. Some comments included the following, completing the statement "The best thing about this seminar was_______":

- "Understanding more about FACCC, the handbook for membership drive: excellent, and Zuk seminar: most informative."
- "The importance of politics in education was really driven home to me. Guidelines presented for recruitment and political action were informative and effective. I think I can really do it!"

Ginger Nichols of GinComGroup presented some tips and thoughts in teaching other faculty about FACCC. They included:

- **If you don't ask, they won't join.** Nobody does it better than you. You're important in building FACCC.
- **Recruiting is educating your colleagues** about a valuable resource, sharing your association experience, building organization and fulfilling the mission.
- **The anatomy of a recruitment contact** includes the preparation, the contact, and the in-person follow-up.
- **Be prepared.** Schedule the time. Gather your reference materials. Think about the prospect. *Have membership cards with you at all times.*
- **Overcome objections** by actively listening and questioning the potential member. Use questions to open up communication. Use open-ended questions, focus on one thought per question, give time to answer.
- **Common initial responses** include (1) No time to talk. (Make an appointment). (2) Questions about FACCC, benefits or dues. (3) Not interested. (This may not mean they don't want to join. *Stress the connection between FACCC's goals and their self interest*). It's too much money. (It's only $15 a month and 80 percent of it is tax-deductible.)
- **Follow-up** makes the difference. Do a personal follow-up with the prospect.
- **The personal touch:** Be courteous and considerate. Smile.

For a membership campaign packet, contact FACCC Field Director Lyndon Marie Thomson at (916) 447-8555.



Dave Stuart/FACCCTS

John McDowell tells faculty about the importance of building FACCC's membership during the September seminar. McDowell, of L.A. Trade-Tech College, chairs the FACCC Board of Governors Membership Committee.

About Zuk & Associates

Zuk & Associates is a full-service tax and retirement planning company that has specialized in working with educational community members since 1974.

For many years, Zuk & Associates has disseminated information through non-solicitous seminars at hundreds of colleges and universities, school districts and educational organizations. They believe if clients are well-informed, they will make good decisions and stay with their plan.

For information on seminar presentations, please call (800) 660-6291. Workshop topics include "STRS Make Easy," "PERS Make Easy," "College Planning," and "Money Matters." Zuk & Associates intends to provide all FACCC members with the latest in planning, asset allocation, investment strategies and retirement counseling.

Cory Zuk Scholarship Created for Students

Zuk & Associates and FACCC are collaborating on a scholarship for CCC students. Details will be announced.

FACCC

Annual Conference

- meet the gubernatorial candidates
- web-based instruction
- virtual university
- 24-hour office
- funding
- STRS
- and much more

Feb. 26-28, 1998

PASADENA HILTON
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The Politics of Educational

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The Politics of Educational Technology

To register for the 1998 FACCC Conference, return this form with payment ASAP but no later than Feb. 5, 1998. Send to: FACCC, 926 J Street, Suite 211, Sacramento, CA 95814. Or phone 916-447-8555, fax 916-447-0726 or e-mail <faccc@aol.com>.

Name: ______________________________

College: ______________________ **Discipline** ______________

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City: ______________________ **State:** ______________ **Zip:** ______

Home Phone: ______________________ **E-mail:** ______________________

Total Amount Enclosed: $ ______________ **Method of Payment:** ☐ **Check Enclosed**

☐ **Visa/MC #** ______________________ **Expiration Date:** ______________

Signature: ______________________________

☐ **Full 3-day conference registration** for FACCC members (registration, materials, breakfasts, lunches, and receptions) $180

☐ Non-members $220

☐ Sunday, March 2, postconference morning tour of Norton Simon Museum (art) $15

DAILY ATTENDEES MUST FILL OUT THIS SECTION

Daily Registration (includes breakfast and lunch (except Thursday), materials, workshops, receptions)

Thursday, Feb. 26

☐ Members $60

☐ Non-members $75

Afternoon Workshops (concurrent)

- Ten Years of Distance Education at Rio Salado College
- Welfare Reform: County Relationships and Model Programs
- Faculty Advocacy & Empowerment: Preparing for the '98 Elections
- "STRS Made Easy" and FACCC STRS Enhancement Proposal

Evening reception at Pasadena City College Art Gallery

Saturday, February 28

☐ Member $75

☐ Non-members $100

Morning plenary session

Morning concurrent sessions

Afternoon annual faculty council meeting

☐ **Saturday Lunch Only:** Invited speakers (see Fri.) $35

Friday, Feb. 27

☐ Members $100

☐ Non-members $120

Morning plenary sessions

Invited speakers include:

- U.S. Senator Dianne Feinstein
- Attorney General Dan Lungren
- Al Checchi

☐ **Friday Lunch Only:** Keynote address, (invited speaker) $35

Afternoon concurrent sessions

Evening reception at Pacific Asia Museum

Students journalists are invited to cover all conference events, but must pay if you plan to sit at meals. Please check one or both.

☐ Friday lunch: $35

☐ Saturday lunch: $35

Where to Stay for the 1998 FACCC Conference: *FACCC has arranged special discount accommodations at the Hilton-Pasadena. The hotel is at 150 S. Los Robles Ave., Pasadena. The special FACCC conference rate, for either single or double occupancy, is $109 per night. (Accommodations are not included in the cost of conference registration.) To reserve your room, call the hotel reservations number (626) 577-1000, as soon as possible. Some non-smoking rooms are available on a first-come, first-served basis. Conference program is tentative and subject to change.*

Are you a FACCC member? ______________ A FACCC council member? ______________

Do you have any special needs? (e.g. vegetarian, wheelchair access, etc?) Please specify ______________

Cunneen, FACCC Succeed with PT Office Hour

This article first appeared in the fall issue of Off Track, *the newsletter for part-time faculty.*

Part-time faculty now have the chance to get paid for a weekly office hour, thanks to FACCC-sponsored AB 301, which was signed into law Oct. 13 by Gov. Pete Wilson.

AB 301 provides $2 million in state funds to provide incentives for districts to pay for a weekly office hour. The state would reimburse districts up to 50 percent of the costs. Eligible adjunct faculty must teach at least a 40 percent load.

Assemblymember Jim Cunneen (R-Cupertino), FACCC's 1997 First-Term Legislator of the Year, carried the bill for FACCC.

Cunneen, speaking by phone from his Silicon Valley district in September, said AB 301 was important to him because it was time for policy to address part-timers' concerns, especially during a period when community colleges are increasingly relying on part-time faculty. He has been studying part-time faculty issues for awhile, having just completed his third year on the Assembly Higher Education Committee. Cunneen said he understands that part-time working conditions have an impact on the academic climate.

"It was a natural progression for me because the policy reasons are so very solid and compelling," he said. "We needed to address the time students spend with their teachers; [the more time they spend with teachers,] the greater success the students will have.

"I think the part-time faculty issues are becoming more and more relevant."
— Jim Cunneen

At the time of the interview, Wilson was expected to sign the bill. How was the assemblymember able to convince a conservative Wilson to support it? The state budget may not allow the community colleges to have 100 percent full-time faculty, Cunneen said, so AB 301 was an attractive alternative for the governor to support.

With AB 301's success, the question is why didn't bills to increase full-time faculty hiring and create a fair Prop 98 split pass?

Cunneen, also a member of the Assembly Budget Committee, said he's worked with committee chair Denise Ducheny (D-San Diego) on Prop 98, but that both Democrat and Republican legislators must work out their differences.

Jim Cunneen

"My view's a little different," Cunneen said. "I believe there's an equity and fairness argument."

Cunneen predicts the Legislature's climate will become more favorable for upcoming part-time issues, especially with the success of AB 3099 for part-time faculty health insurance, and AB 301's office hour incentives.

"I think the part-time faculty issues are becoming more and more relevant," he said. "This session we're recognizing the fact that there's an academic quality issue. I think we can build upon both of those successes."

Cunneen said he feels good about the Legislature's increasing commitment to higher education, as evidenced by the governor's four-year college compact to increase university funding, and the bill that passed late in the legislative session to lower fees next fall to $12 per unit from $13.

"That's a big success," Cunneen said. "I think [people are recognizing] it's time to invest in the human potential again."

As for next year's challenges, the assemblymember said he will continue participating in his committees' ongoing discussions on the property tax backfill and Prop 98 split to ensure the colleges adequate funding. And he'll continue to consult FACCC on part-time and full-time faculty concerns.

Welfare, of course, is another ongoing issue: "We have to monitor the welfare piece that we've asked community colleges to take on," he said, "and make sure we don't overly burden the community colleges."

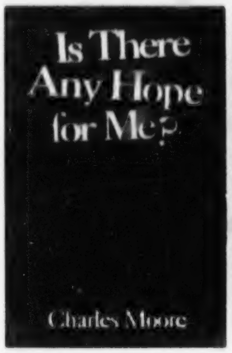
"I've just been very pleased to be involved in the Legislature, investing mightily in education: from the K-12 increased funding and the four-year compact for colleges," said Cunneen, who plans to run for re-election next year. "We addressed part-time issues for first-time. We need to build on those successes. If anything, those kind of victories should energize us." ñ

The Real World

Former Student Continues Career at CCSF

Charles Moore knows the power of hope, perseverance, and a community college education.

The 57-year-old retired civil servant had many dark times in his past. They are chronicled in his 1991 autobiography *Is There Any Hope for Me?* The answer to the title, Moore found out, was "yes." There was hope for Moore, even after a life, from age 13 to 30, that involved alcohol and drug abuse, and crimes from drug sales and theft to attempted murder.


Is There Any Hope for Me?
Charles Moore

Charles Moore

...then and now.

"All along the way...I always had people who would touch my life," Moore said. "Even in jail they'd say 'you don't belong here.' I'd respond, 'yeah, you're right.'

Moore used to be a counselor at San Francisco Juvenile Hall; back problems ended that 15-year career. He was hired last February as a part-time Extended Opportunity Programs and Services outreach recruiter, one of three at City College of San Francisco.

Moore is careful not to forget the lessons he's learned. In fact, he's made it his life's work to talk about his experiences with others who are vulnerable to getting stuck in a life of crime. For his success, he credits God, his family and friends, and the people who encouraged him to complete his education, including EOPS counselors at City College like Marion Kwan, who still works there.

"He stands out as one of the most serious student workers I have come across," said Kwan, who has worked at City College since 1975. "I was struck by his optimism...he was able to overcome a lot of great odds."

Kwan said she'd like Moore to be able to eventually take on more leadership responsibilities in EOPS. "I have a very high respect and admiration for him. He used his past to build on his strengths; he knew how to make it constructive."

> **"I just don't feel like I'm unique, there are hundreds of people like me." — Charles Moore**

Moore has a great drive and passion to keep doing more.

"Now that I'm free, I want to go back and tell people," he said. "It makes a difference, not just getting out of it, but going on to do something. Accomplish some things for yourself."

Moore earned an associate degree at City College, and a bachelor's degree in psychology from California State University, San Francisco. He did it all while working odd jobs, plus raising seven children with his wife of 25 years, Josephine, a day care owner. His wife would stay up late at night reading or pretending to do chores to make sure he wouldn't fall asleep.

"I feel like I couldn't have done it without her," Moore said.

His current job involves doing what he loves best: talking to people and telling them about educational and job opportunities. During college, he was a participant, then student director for City College's Project Scorpio, which helped ex-offenders maneuver their way through the college process. One person he calls an inspiration is Jack Jacqua, co-founder of the nationally-known Omega Boys Club.

Moore is determined to keep progressing in his counseling career. With a certificate from the Alcohol and Drug Abuse Studies program at UC Berkeley, Moore is qualified to work in drug and alcohol abuse rehabilitation facilities.

Moore dreams of one day creating a program to help ex-offenders, run by ex-offenders, "people who really know what it feels like to be trapped," Moore said. "I just don't feel like I'm unique; there are hundreds of people like me."

The criminal life is addicting, Moore said, and he wants ex-offenders to know there is a way out of that life through education. And education is more than just reading big books, he said.

"They will feel compelled to go back and help somebody else," Moore said. "I'm an individual who received a lot of help and encouragement. My life is a miracle. I want to be a blessing to others, like others have been a blessing to me." ❖

They Get No Respect

Rodney Dangerfields of the Faculty World

JOHN McFARLAND

Rodney Dangerfield might well defer to college professors, or at least to those who take up residence in contemporary fiction.

An emerging genre, the faculty novel, advances a professional stereotype that has passed beyond the merely unkind to settle on the comic. Nor can we take relief from the fact that the new genre's framers include some of the most respected novelists now writing.

But first, let's speculate on why anyone would write serious fiction about academic life, an arena not notable for its high drama. To begin with, there is the potential market. Nearly a million Americans teach full-time in higher education and another million hold Ph.D.s that failed to open tenure-track doors for them. Most of them are adjuncts, along with another, uncounted cohort whose masters degrees gain them the same wobbly status.

Then there is the fact that more American adults today have attended college than had been to high school a generation and a half ago. Higher education is the one extended intellectual experience shared by almost every reader with literary tastes.

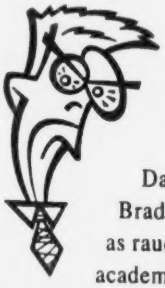
Books Reviewed

Mr. McFarland is not foolish enough to list the books under consideration in his review on the basis of literary merit, but were he to do so, the order would look something like this:

- C.P. Show, *The Masters*
- R. Russo, *Straight Man*
- D. Lodge, *Nice Work*
- J. Smiley, *Moo*
- M. Bradbury, *Doctor Criminale*
- D. Lodge, *Small World*
- J. Hynes, *Publish and Perish*

For many students, even in the informality of a community college, academics are exotic. Arcane knowledge and the refusal, in the teeth of today's gale force insistence that truth is simple and monosyllabic, to abandon complex explanations, create social distance.

What fun, then, to read fiction that pushes the pedestal over. The faculty novel demystifies the instructorate, finding most to be either charlatans blowing questionable theoretical smoke or whiney Prufrocks listening for a siren who will never sing. The common (generally the only) motivating chip in their woozy skulls is careerism, a topic accorded, if truth be told, very little dignatus.

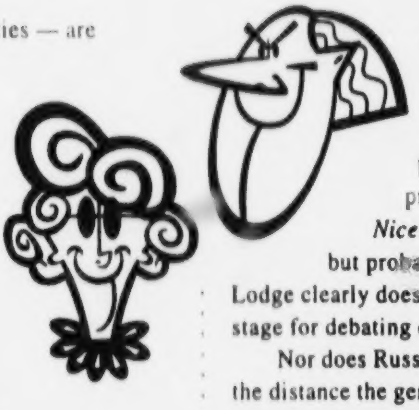


The Brits concentrate on charlatanism. David Lodge in *Small World* and Malcolm Bradbury in *Doctor Criminale* portray professors as raucous blarneyists who hustle isms that have tiny academic followings — post-structuralism, historicism, neofeminism and deconstructionism, to mention only the most visible frostings on the postmodern cake.

Lodge and Bradbury set these novels in hot-house conferences where star participants are less scholars than gurus, seers who have discovered things tawdry and sordid about some literary icon: e.g. that Jane Austen favored imperialism or Willa Cather nurtured a cactus fetish. Such revelations bring notice, publication, citation, salary increase and — the ultimate glory — reduction of one's teaching load.

Reporting on this is a light-hearted enterprise. In *Small World,* Lodge frames the travel to distant conferences as an Arthurian quest, with a junior professor pursuing an elusive maiden. A later, less tedious (indeed, superbly readable) romantic comedy, Lodge's *Nice Work,* pairs a leftist adjunct who practices her sex terribly PCly with a Thatcherite factory manager of more febrile bent.

American practitioners of the faculty novel are less interested in gaseous theorizing than in blasted dreams. Their



characters usually hail from the elite universities — are what Lyndon Johnson ruefully termed "the Harvards" — yet find themselves manacled to second- and third-tier state university campuses, places depicted as the eroding littorals of higher education. They check in to these places, but can't check out.

For Jane Smiley, this entails a visit to an agricultural campus somewhat genially known as "Moo." Richard Russo sites his *Straight Man* in Western Central Pennsylvania University and Joseph Hynes writes in *Publish and Perish* about Lamar State University in Texas.

These settings fall short of the sylvan perfection of Harvard's Yard or Stanford's Farm. In the faculty novel, campus lawns sport yellow patches, things peel and hallways harbor unpleasant smells.

Careerism would seem to be especially senseless in these surroundings yet it consumes their inhabitants. Young faculty scramble for tenure while those already anointed seek full professorships, chairmanships and deaneries. Yet a fiscal Damocles slices away at these aspirations with that visit of market forces, The Budget Cut. Now the campus must subtract itself to reach some bottom line decreed by distant and unfeeling politicos. Were they Sophocles, our writers would find tragedy here, but the faculty novelists prefer a frantically comic tone.

What fun to read fiction that pushes the pedestal over. The faculty novel demystifies the instructorate…

In that, they stand at far remove from the Olympian start that C.P. Snow gave this genre. His "Cambridge Novels" were ventures of high seriousness in which campus events served as objective correlatives for the pressing political issues of the day.

In Snow's *The Masters*, the struggle between two dons for high academic position leads to an exploration of electoral politics in general. Beneath a shimmering surface of civility, the candidates (each of whom has a campaign manager) practice the full spectrum of lowdown shenanigans, from personal slander of opponents to hints of preferment for supporters. It could be Chicago, save for the participants' decorum and the author's subtext: the campaign is also a discourse on who should lead the free world against totalitarianism, a nation's humanists or its scientists.

In a clever salute to his literary parentage, Lodge paraphrases Show's preface *to The Masters* when he prefaces *Nice Work*. It is a reprisal the reviewers missed but probably an inappropriate one in any event. Lodge clearly does not see the modern campus as a suitable stage for debating cosmic matters.

Nor does Russo, the title to whose novel helps us gauge the distance the genre has traveled since Snow initiated it in 1951. "In English departments," Russo's protagonist says three times, "the most serious competition is for the role of the straight man." Perhaps, but that is not what the department votes for when the grim chopper sets out to eliminate English positions. A new department chair will do the culling and academics protecting their jobs turn the election into an alley brawl. This groin-kicking *is* Chicago's politics, with Chicago priorities left intact.

By the time we get to Hyne's *Publish and Perish*, the vacation from deep meaning has become a defection. His subtitle gives it away: *Three Tales of Tenure and Terror* reveals that the faculty novel has been drafted into the service of the macabre.

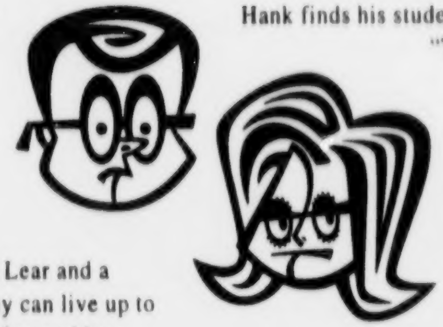
Hyne's apparent model is Shirley Jackson, that lone adept at skating the thin ice of horror fiction while maintaining literary balance. His middle tale pays extended homage to Jackson's "The Lottery," though not without telegraphing plot turns far in advance. Its doomed protagonist, a university anthropologist, unwisely looks too deeply into what he had thought to be a drinking custom in an obscure English village.

In the other two tales, academics either pursue promotion cynically or become victims of those who do. Here Hynes begins to read like treatments for old Universal scripts, eschewing Jackson's hinted taps of danger for the thudding footfalls of a Karloff flick. Few readers will willingly suspend disbelief when, in one story, a cat exposes a husband's marital infidelity by clever use of a memory button on a telephone, or again, in another, when an evil professor casts "runes" (deadly spells) but is destroyed because they are turned on him.

Continued on next page

Continued from previous page

But nothing reveals the departure of high seriousness from the Faculty Novel so much as its usually happy ending. Lodge resolves the problems of his adjunct professor much as a Victorian novelist might have. At novel's end, she finds that Lodge has bequested her a large, wholly unexpected fortune from a distant relative.



The upbeat tone of Smiley's *Moo* will probably surprise those who remember *A Thousand Acres*, her modernization of King Lear and a work of sustained solemnity. Yet now Smiley can live up to her name. A grant arrives in time to rescue Moo and its many threatened inhabitants.

Russo's protagonist, Hank, fired for his self-destructive behavior, is offered a job he soon comes to enjoy far more, teaching disadvantaged kids in a local high school.

And so, characters in most Faculty Novels escape danger to the creak of *dei ex machinae*, and the *machina* usually proves to be monetary. It is almost as if the dramatis personnae had filed civil suits against their literary fates and then settled favorably out of court.

Surely this is not the stuff with which a librettist would compose an opera, much less a poet a tragedy. The campus in this genre plays a role that novelists like Updike and Cheever assign to the suburb — places of cushioned falls and remediable regrets. Crises are less tragic than glumful and they remind us of Samuel Beckett's observation, "Nothing is funnier than unhappiness."

Today's faculty novels rarely touch (much less dwell) on the academically successful, on full professors in elite universities where, in 1995, the top rung in humanities departments earned an average $137,000. Prestige in higher education is directly related to who enrolls; state universities, like the community colleges that feed them, teach working- and lower-middle class students, people who occupy social locales often thought unsuitable for tragedy.

In fiction, tragedy accompanies idealism and little of that quality appears in these novels. We see no one in the throes of exceptional mental effort and only two of all the professors depicted obviously enjoy the world of ideas: Lodge's adjunct and the untenured prof Hynes dispatches to Lamar State. Neither finds (nor even seeks) colleagues to discuss and quarrel with. For all their pretensions and degrees most characters in faculty novels could as easily be dispensing weathercasts on the evening news.

Nor does teaching count for much, though most of these novels contain a mandatory classroom scene or two. Russo's Hank finds his students "militantly ignorant" and says that "Their parents have agreed to pay their tuition on condition that they major in something sensible and pay no attention to people like me...intent on transforming their values and undermining their religious principles." The only success he enjoys at his craft comes from tutoring his secretary, a closet fictionalist who blossoms under his encouragement.

Which brings us to what, in police procedurals are called "the suits." Smiley offers up fairly vacuous administrators, but they are some of her weaker characters. Russo is more amusing. "He's been a reasonably well-intentioned, lazy, honorable, mildly incompetent dean," Hank says of a man soon to be promoted to campus president, adding, "and that's the best you can hope for." He later tosses off this warning: "A liberal arts dean in a good mood is a potentially dangerous thing."

Life, of course, disappoints. "A cathedral, a wave of a storm, a dancer's leap," wrote Proust, "never turn out to be as high as we had hoped." Can we expect more of college professors? The authors under discussion here don't think so. Their fictional faculty are conniving, meretricious, careerist and (oh deepest thrust of all!) funny. Higher education may deserve better, but it's not getting it.

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Education.

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- Call three prospective members and ask them to join, or meet a prospective member for coffee and ask him or her to join.
- Call two prospective members and invite them to FACCC's next free issue forum, workshop or conference. (See page 16 for info on the conference)
- Send a copy of *InFACCC* or an article from *FACCCTS* to a prospective member with a handwritten note saying, "Thought this would interest you."
- Every small action you take moves FACCC forward! Do something this week to strengthen FACCC, your professional association. For information on the "Each One Teach One" campaign and the opportunity to win prizes, including an overseas trip, see page 14.

Dave Stuart/FACCCTS

Assemblymember Scott Wildman (D-Los Angeles) spoke with Glendale College faculty Sept. 19 at a FACCC issue forum on the "2005 Vision for California Community Colleges."

Council Endorses Revisions

The community colleges' Consultation Council agreed in August to endorse and send proposed Title 5 revisions on prerequisites and enrollment limitations to the CCC Board of Governors.

The changes would simplify the colleges' ability to establish prerequisites in cases where the current regulations create unintended obstacles to the colleges' fulfilling transfer requirements or managing impacted programs.

The CCC Board of Governors was scheduled to decide on the revisions at its November 12-13 meeting. The Academic Senate and the Chancellor's Office staff must complete guidelines by fall 1999.

Retention Rates Misleading?

To add more perspective to the recent debate about the Chancellor's original proposal for the "Academic Excellence" plan that would have given colleges with higher student success rates more funding, faculty may want to consult a 1993 study by the Higher Education Research Institute at the University of California at Los Angeles.

The study suggested that the reporting requirement contained in the 1991 federal Student Right to Know and Campus Security Act is ill conceived and could have negative consequences for colleges and students, the institute's director Alexander W. Astin wrote in *The Chronicle of Higher Education* at the time.

"A simple retention rate, the research suggested, tells us a lot more about who an institution admits than about how effective its retention practices are," Astin said. "Regardless of where they attend college, the least-well-prepared students are five times more likely to drop out than are the best-prepared students…Thus, institutions that admit large numbers of less-well-prepared students will tend to have low retention rates, and those with well-prepared students will tend to have high rates, regardless of how effective their retention programs are."

PT/FT Faculty Hires Reported

In the year ending fall 1996, 3,000 more new part-timers and 200 more full-time faculty were hired in the CCC, according to a Chancellor's Office staffing report.

Report Reveals Performance

A Chancellor's Office report revealed a myriad of statistics on the California Community Colleges

Some information from the draft of "The Effectiveness of California Community Colleges on Selected Performance Measures, September 1997" are as follows:

Average annual salary for full-time employees: In fall 1995, 15,116 were full-time. Average salary was $52,819.

Staffing levels: In 1990-91, part-time faculty were 30,442, full-time were 16,653, and other administration were 2,140. In 1995-96, part-time faculty were 26,689, full-time were 15,216, and other administration were 2,569.

Staff Compensation: Between 1991 and 1995, full-time faculty were granted cumulative COLA adjustments of 8.8 percent while the cumulative change in the Consumer Price Index (CPI) for the same period was 11.9 percent.

Mother's Necessity

When College and Family Interests Clash

GAYLE McCALLUM

This is Part One of a two-part series that examines the current community college climate regarding faculty with families. Part Two will focus on solutions—what kinds of creative, viable things other campuses around the state are doing for instructors with families, such as reduced loads, flexible scheduling, unpaid leaves, job sharing. What are your campus' provisions for faculty with families? Please call Gayle McCallum at (510) 659-6249 or e-mail her at <Harvests@Pacbell.net>.

For years I have nurtured a belief about community colleges, a belief gleaned from a lifetime of exposure to good people within the system who cared not just about the institution's fiscal success, but about its workers' well-being.

Don't get me wrong — there's nothing wrong with fiscal security. I'm as interested in enrollment, the budget, and salary as the next instructor. But I'm wondering if community colleges can continue to count on fiscal security if their faculty members have low morale and feel undervalued enough to create a situation that may cost the colleges more in the long run.

Several months ago, I stood in my campus office staring hard at a photo of my two-year-old daughter. I was trying to muster up courage before meeting with the college president to appeal his decision denying my request for child-rearing leave. The decision had devastated me. I had never before taken a leave of any kind since I had begun full-time teaching five years ago and I felt that, given my daughter's age and behavior, it would benefit my family if I spent a semester at home.

> I knew when I stepped into his air-conditioned office that I would not change his mind; a lone faculty member will never have that much power.

While I was growing up, education had always been the central conversation topic at the dinner table. My father was an administrator and my mother a teacher, so I heard the tales and woes of running an institution as well as the tales and woes (though many fewer woes) of being a faculty within one. These memories of dinner-table debates had created a picture of campuses as humane institutions that cared about the faculty, about society at large, about making the world a better place. This was when, and where, I established my views about community colleges.

According to Webster, an institution is "an organization having a social, educational, or religious purpose." An institution could run like a well-oiled machine, using all its many parts to create a desired effect. It could also put too much strain on some of its parts, causing them to slow down, or worse, be rendered ineffectual.

I stuck my daughter's photo hastily in my pocket, squared my shoulders, and walked up the hill to the president's office, feeling like the peasant about to kneel before the king, requesting scraps from his table.

I knew when I stepped into his air-conditioned office that I would not change his mind; a lone faculty member will never have that much power. But I was determined to see this through. I was the heroine of my story, fighting for my child's needs (her cries in the car on the way to day care of, "Don't go to college today, Mommy, please don't go" echoing in my head) and fighting for all working parents' needs in the community college system.

Within half an hour, I realized our conversation had become circular: the president was arguing money; I was arguing feelings. His priority was the budget, and my priority was my child's needs. I wondered about the purpose of the institution I worked for. It didn't seem very social, educational, or religious at that

moment. Did Webster forget to add the word "financial?" Have our institutions foregone their main purpose?

I wondered what impression my daughter might have of community colleges and how different that might be from when I was growing up.

I thanked the president for his time and walked out into the fresh air. As I made my way down the hill, I thought about the scraps from his table, the reasons he had given me. I wondered about my institution. And I wondered what impression my daughter might have of community colleges and how different that might be from when I was growing up.

I wondered why my institution didn't see the value of instructors parenting their own children as equal to educating other people's. I recalled the two full-time instructors I knew who had both left their careers to raise their children. I also remembered the countless people who over the last months, in my endless quest for information about options for full-time faculty with children, had cautioned me against applying for child-rearing leave. Particularly disheartening were the warnings from several female colleagues, who had told me I should not rock the boat. I was lucky, they said, because they had raised their children in more difficult times.

But how much better are things in the community college today if my college's administrative atmosphere does not foster a culture of support or value of families? As a generation of faculty members begins to retire, and the administration looks toward younger teachers to take their places, doesn't it make sense to begin to address new issues these younger faculty bring with them, such as balancing career and family?

I know that for many of us teachers, the family is our backbone. I know now that I was part of the reason my parents worked in education—they wanted to see the world improve by the time we got older. They wanted to make the world a better place for us. As I sat at the dinner table and listened to my parents talk about education, I could hear in their voices their optimism, their hope, their belief that education could make society better. However, despite the current political climate in Washington, D.C. favoring family leave, and despite all the media coverage regarding the importance of the family in the first three years of life, my own institution was denying me one unpaid semester to spend at home.

I fingered the edge of my daughter's photo thoughtfully as I descended the hill back to my office. I could almost hear the wheels of my college's machine turning and groaning around me as it continued to operate toward fiscal security. But fiscal security is not the only thing that keeps a campus afloat. It also depends on its workers' well-being and morale.

That night at our dinner table, I would share a new story with my family about education. ∎

***Postscript:** As this column went to press, my campus apparently had a change of heart. Six months after my request was denied, the college administrators had a "summit meeting" and decided it may be in the colleges' best interests to grant its faculty child-rearing leave. In October, they offered child-rearing leave to me and two other faculty.*

Gayle McCallum is an assistant professor of English at Ohlone College.

Welfare

continued from page 10

- A 24-month time limit for current welfare students to complete their programs
- An 18-month time limit starting Jan. 1 for new welfare recipients
- A work requirement of 20 hours per week, increasing later (includes workstudy, work experience, community service, jobs skills training, vocational education and training, adult basic education)
- A "one-strike" lifetime ban on aid for serious cases of welfare fraud
- Community colleges had until Nov. 14 to submit an application for CalWORKS funding.

The community colleges are receiving $65 million to develop a curriculum. (The on-going money comes from the state-mandated Proposition 98 funds for the community colleges and K-12.) About 140,000 students (10 percent of the CCC student population) are currently on welfare. County welfare departments have final approval on programs. Colleges must work closely with county welfare offices, Scott-Skillman said, because they have funding for child care and services. The colleges also have competition: the federal government has given $198 million to local **Private Industry Councils** to help in curriculum development and redesign.

Mario Solis, Alameda County's Director of Employment and Community Services, summarized his department's process for assessing welfare recipients' needs, in cooperation with Chabot College. The county's "work first" approach mimics the state's trend, and the county' role is expanding.

"We're not seeing our job ending when a person gets a job anymore," Solis said, explaining that some of the "post-employment services" they offer include transitional child care, transportation, substance abuse treatment, mental health treatment and adult education in the community colleges.

College representatives explained their model programs. Andra Verstraete, program manager for the new "Ready to Read" program at Glendale College, said she recruited 40 welfare recipients (mostly recent Armenian immigrants) to enroll in a one-year, 18-unit child development program to promote literacy in preschoolers. The program began Oct. 6.

The county welfare department is covering child care costs, providing book vouchers, and speeding up the students' paperwork. After completing the required 900 hours of community service, including training, the students will each receive a $2,375 educational grant from the Corporation For National Service, and will enter the job market as associate teachers.

Glendale College is one of 15 colleges in this statewide program that has been funded by a grant from AmeriCorps and the California Commission On Improving Life Through Service.

Verstraete talked about the emotional barriers the students face: some of the women circled the campus four or five times before meeting with her. "Even coming to campus was intimidating to them," she said. "They're excited but terrified."

Vickie Quijano of CCSF.

Another model is the Community Health Worker certificate program at City College of San Francisco. Terry Hall, chair of the Health Services Department and co-principal investigator of the Community Health Training and Development Center, spearheaded the program's creation about five years ago. The program has grant money to enroll 50 students each fall.

Community health workers have many different titles: drug and rehab counselor, nutritionist, nurse assistant, etc. Vickie Quijano, program development specialist, said the 17-unit program teaches a core set of daily competencies for which health workers are responsible, and provides mentors.

"We have really close relationships with employers," Hall said, "so we know we're teaching those very skills they will use."

According to a fall survey, 41 percent of the students in the program are single parents, 27 percent live at or below the poverty line and 41 percent have a high school diploma. Quijano said it's difficult for some students to complete the program; they're coordinating all their services themselves.

"If one little thing doesn't go right for them, their whole house of cards falls," said Quijano, who can empathize. At 20 years old, she had a child, was on AFDC, and struggled to balance personal life and college. "I have a great mom," Quijano said. "I wouldn't have been able to do it [otherwise]. Most of these people don't have family support."

ED>Net Plan To Improve Economic Development

EVELYN "SAM" WEISS

The California Community Colleges are already in the second phase of an important project to improve economic development.

AB 3512 (Polanco), the 1994 legislation that extended the chancellor's ED>Net program (Economic Development Network), got the ball rolling. The bill also expanded the reporting requirements and oversight on how the funds are spent. Without AB 3512, the program (in which corporations pay community colleges to provide training to employees) would have expired on Jan. 1, 1995.

The first phase, completed in June, included assessments of local and regional business needs, workforce preparation, training, and available resources. The June report has a list of key industries and projected employment trends, as well as estimated growth for specific occupations. This is valuable information for us to use as we continue to upgrade and renew our community college occupational programs.

The second phase will focus on the assessment results, college-provided services, and other sources and services not available to regional businesses. The Legislature has charged the community colleges with developing a plan to meet these needs. Colleges must submit their preliminary plans to the Chancellor's Office in December. The second phase is now in development and is referred to as the BRAIN Plan for 1998-2000 (Regional Business, Resource, Assistance and Innovation Network Infrastructure). This plan will include how the community colleges intend to fill the gaps in both technical assistance and workforce development and training. The community colleges are well-positioned to assume the additional task of advancing California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

Along with this report, the Chancellor's Office staff has been busily preparing an ED>Net Expenditure Plan for 1998-99. At press time, this plan was expected to go before the CCC Board of Governors for a first reading in November. ED>Net is guided by a 27-member executive committee. The proposed plan is an outgrowth of the strategic plan adopted in 1992. An annual plan, submitted to the CCC BOG, serves as the guide for policy direction, funding distribution, and accountability for results. The seven regional consortia, which represent the state's major regions as well as the Academic Senate, have representatives on the ED>Net steering committee. Faculty can work through their local Academic Senate, deans of economic development or occupational education, or through their own regional consortia to learn more about, or influence the direction of, their colleges' economic development activities.

The ED>Net plan's focus is to promote regional cooperation to help businesses in particular areas solve their education and development needs. These businesses vary and may cover everything from small business, international trade, and advanced transportation technologies, to multimedia/entertainment, workplace learning, and job development incentive training.

Faculty must understand what initiatives their region is involved in and how they can help. Many of the community colleges' program skills can be incorporated into basic college occupational programs. Faculty members must work cooperatively with the economic development professionals on our campus and share our classroom expertise with them. We can learn from the professionals' recent business experiences what skills employers want in today's workers. Both faculty and professionals can benefit from the interaction.

We know we provide California's future workforce with primary preparation. The California Community Colleges have always provide good training and education, but jobs are changing. Many of our students will work in fields that do not exist today. They will invent the jobs of tomorrow. Let's work with others to complement our knowledge and we will continue to be unbeatable.

Sam Weiss teaches nursing at Golden West College and is vice president of FACCC.

Book Review

HD-10 ***Berkeley! A Literary Tribute,*** 240 pages, paperback, Heyday Books. $14.50
FACCC member price: **$12.00**

Reviewed by Jacquelyn Moore

Berkeley: A Literary Tribute has quite a lofty title promising an ode to a city.

And it does deliver some insight and praise for this university town. Perhaps editor Danielle La France meant it to be a more historical, albeit literary, accounting of the town rather than a formal tribute using tone and style.

La France does provide a collection which takes on myriad colors depending on the time and perspective of the various authors. Bishop George Berkeley in 1752 sings of Berkeley as being the dawn of "another golden age" while Philip K. Dick's excerpt in 1982 cynically responds "In California you buy enlightenment the way you buy peas at the supermarket, by size and by weight." Others reflect the excerpt from Jack Kerouac's *The Dharma Bums* with its quest motif and symbolic mountain climb. They speak of a Bohemian existence of another generation. Bobby Seale's *Seize the Time* encapsulates the 60's image of "pigs" arresting the oppressed.

For the most part, this collection deals predominantly with Berkeley's positive goodness. Dorothy Bryant's excerpt regarding Ella Price during a Vietnam War protest march speaks of her closeness to humanity and the "clear pure rightness" of her actions. Some of these pieces reflect an attempt to demonstrate the clear pure rightness of the town and the university. Every aspect of Berkeley appears a venue for learning. Czeslaw Milosz while observing Holy Hubert, a popular corner preacher who has become part of the local folklore, learns that the absurdity of this "evangelical emissary" is echoed in our political authority. This historiography also includes the Beat Generation period when the inspiration of "Ray Charles and Mariachi could bring the audience to heights never reached since."

Not surprisingly, Berkeley has also created its own folklore in "The Dig and the Lazy Student," reminiscent of Ursula LeGuin's Earthsea trilogy. Like an idealized fantasy, James Hooper has the grassy knoll translating Old English for the lazy student. Steeped in an idyllic dream, the student goes on to become a famous translator with a "touching fidelity to the home of his childhood." Anthony Boucher's "The Compleat Werewolf" creates a new and more hopeful version of the classic werewolf story. And where else but Berkeley would we find a tribute to a used book store owner in Julia Vinograd's "For Moe Who Died."

History or English instructors could make use of these pieces especially if discussing the Beat Generation or illustrating the flavor of the 1960's. However, some selections seem contrived, as if using a well-known author would forgive the stretch necessary to include it in this collection. For example, Simone de Beauvoir's excerpt chides the irreverent youth in America rather than providing any insight into Berkeley. The book has, however, an impressive array of writers–Frank Norris, Jack London, John Kenneth Galbraith, Jack Kerouac, Allen Ginsberg, Czeslaw Milosz, and Maxine Hong Kingston.

Usually tributes, especially compiled ones, are exalted beyond the contributions of the individuals. This one is not. Instead it is a *mélange* of vignettes, some examining the core of this renowned town and others peeking at the periphery. It doesn't have the focus of the ultimate tribute, the ode, but it makes for an interesting read — often predictable, yet a surprisingly apt representation of this slice of American life. ff

Jacquelyn Moore teaches English in the Sacramento area.

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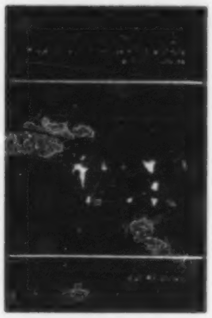

➤ **DP-1** ***Voices of Diversity: Perspectives on American Political Ideals and Institutions,*** by Pat Andrews of **West Valley College.** This book brings together two primary sources: the eloquent words of American women and minority group members raised in protest at the unfair treatment; and the government responses. 287 pages. Dushkin Publishing Group. $12.00 FACCC Member: **$9.00**

MO-1 ***Northern California Handbook,*** by Kim Weir, former FACCC communications director. A travel guide from the Moon Travel Handbooks award-winning series. Including San Francisco, wine country, Big Sur, Yosemite, and the Redwood coast. 50 maps, 780 pages. $19.00. FACCC Member Price: **$14.95**

➤ **BH-1** ***River of Red Gold,*** by Naida West, former **American River College** instructor. This extraordinary blend of history and literature interweaves the lives of Miwok native Maria, soldier Pedro Valdez and Donner Party survivor Elitha Donner, 14, showing their fates as the Gold Rush overtook them. 624 pages, paperback. Bridge House Books. $18.00. FACCC Member: **$15.00**

➤ **HP-1** ***On Becoming Human:*** ***A Journey of 5 Million Years,*** by Arthur Niehoff. The moment a human first stood upright and clutched a tool, the exciting odyssey of human culture began. Come face to face with the daily lives of men and women throughout the ages. 419 pages, paperback, The Hominid Press. $14.50. FACCC Member: **$11.50**

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Distinct Categories Shape PT Population

MARGARET QUAN

Would a part-timer by any other name be the same? The answer, we've found, is "no."

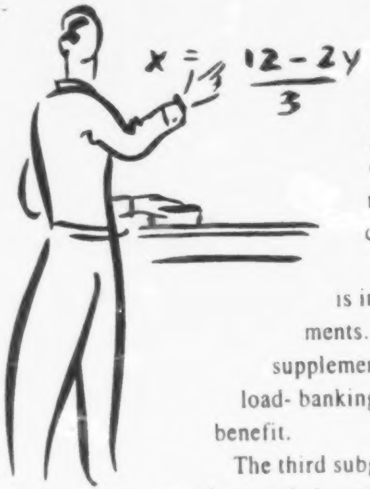
In creating a database on part-time faculty demographics, the new FACCC Part-Time Faculty Committee found that not all part-timers are alike. What we discovered is three distinct part-time faculty groups. We've labeled these groups "part-time faculty," "freeway flyers," and "moonlighters."

The distinctions are important because the committee found that some state legislation and regulations were derived from false or out-of-date perceptions of part-time faculty and their use. Effective reform would depend on accurate research of how the community colleges use part-time faculty and an updated description of who they are.

The group labeled **part-time faculty** consists mainly of women who choose to teach part time. They do so for a variety of reasons, with child rearing the most common. This group is not interested in a full-time position now. For the most part, they do not join the union; they are not interested in committee meetings, and they rarely participate in activities to enhance the position of part-time faculty. Many don't even read their mail. Teaching is not their main source of household income. In almost all cases, they have health benefits through another source, usually a spouse, so this is not a great concern. They are content to teach their class and return home.

On the other hand, **freeway flyers** want a full-time teaching position and are busy flying the freeways, piecing together enough classes to make a living. Some travel as much as 400 miles a week teaching at two, three, and even four different campuses. Freeway flyers tend to be very active on campus; they join the union, are involved, and are networking for change. You can find them on union governing boards, negotiation teams, in the Academic Senate, on a campus staff development committee, in Sacramento on lobby day, writing print articles, or writing letters to their legislators. Teaching is their main source of income. Some of the group's main concerns include a seniority system, paid health benefits, paid office hours, preference for full-time job openings, and retirement plan options.

The third group is **moonlighters.** This is perhaps the largest group and is made up of three subgroups that all have some important things in common. The first sub-group is, for lack of a better term, the **true moonlighters.** They work full-time for a business, a corporation, or have a business of their own, or they may teach at the local high school. They tend to teach one or two classes a semester in the late afternoon or evening. Moonlighters teach for several reasons: because they hate their day job, or because teaching is a creative outlet. Or they want to make extra money. But teaching at a community college is not their main income source.



Another subgroup of moonlighters is instructors who teach **overload** assignments. These full-time faculty teach to supplement their full-time salaries, or use it for load- banking if they have negotiated this particular benefit.

The third subgroup are **retirees** who want to supplement their retirement salaries, or simply want something to do.

What all these moonlighters have in common is working to supplement their income. They have a full-time job, or retirement income. They already have paid health benefits. They tend not to join the union. They are not active on campus and are not particularly involved with issues of change. Neither are they involved in activities to enhance the part-time faculty's position. They are content to teach their class and return home.

The common ground all three groups share is that they teach part-time. But do not assume that one member speaks for all part-time faculty. The next time you read an article or hear someone speaking about part-time faculty, remember not all part-time faculty are the same.

Margaret Quan teaches history part-time at Diablo Valley and Las Positas colleges, and is on the FACCC board.

The Good Life

Colleagues Share Their Perspectives: A Review

This column has appeared in *FACCCTS* since September 1995, and we think it's time for a review.

What were your favorite columns? Why? What topics would you like "The Good Life" to address in the future? *This column relies on submissions from readers; you've heard others' stories. Now it's time to tell us yours.*

Did you recently retire? Have you been retired for several years? What is your life like now? What have you learned? What advice do you have for your colleagues who are starting to think about retirement, or who now want to do more in their retirement years?

So far, we've heard from many different people. Ralph Fowler, a former community college faculty representative to STRS, wrote about "How to Retire," offering things to consider about family life, health insurance (September 1995), income, and taxes: "Remember, it will impact the other people in the family. You are going to be together more…talk it through." Then he asked you to consider what you will do exactly to occupy your time (November 1995), and offered thoughts about Social Security and Medicare.

Sherill Moses, a professor emeritus of political science at Cerritos College, detailed how the Cerritos College Retired Faculty Association enriches the lives of its members with services and social activities (February 1996): "Our wallet-sized ID and benefits card doubles as a ticket to all campus sports events and theater productions. It also serves as a library card and provides discounts on community education offerings."

> "I lead an active and curiosity-driven life… Maybe I'll even teach a class now and then… "
> — John LeBaron

We've talked with faculty who have been trying to form, or have recently formed, their own retired faculty organizations, and we'll tell their stories in an upcoming *FACCCTS*. If you have information to share on this topic, please call the number at right.

Erna Noble, a retired former FACCC board member who works part-time at Chaffey College, wrote about expanding your work and leisure activities by volunteering or working part-time (September 1996): "By drawing upon the knowledge I've acquired through the years and combining that with my life experiences, I can now make the choices that provide eclectic experiences. And these experiences continue to enrich my life and those around me."

Former FACCC president Don Blankenship, a retired faculty member from West Valley College, talked about appreciating everyday pleasures, including reading and having enough time to notice things and become acquainted with people in his own neighborhood through morning walks (December 1996): "What began as a nod has blossomed into actual conversation."

Former San Diego Mesa College political science/history instructor Gary Monell wrote about having to "work" at leisure to attain satisfaction from it. (May 1997). "Besides mowing the lawn on Saturday, develop activities that you enjoy…."

And John LeBaron, who retired last spring after teaching photography at Santa Rosa Junior College for 34 years, wrote about wanting to stay active on campus and in his community (September 1997): "My health is good. I lead an active and curiosity-driven life. I like to run, to ride my mountain bike; I will continue to photograph and exhibit. I have a new grandson, and I hope to travel more. Maybe I'll even teach a class now and then, or maybe take some classes…I hope I will continue to feel like I am part of the campus family."

Call *FACCCTS* managing editor Katherine Martinez at (916) 447-8555 or e-mail <writefaccc@aol.com> to offer ideas or tell your story. This is your page, your journal. It should continue to reflect your interests.

Action

FACCCTOTUM

It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things.
— Elinor Smith

Failure is only the opportunity to more intelligently begin again.
— Henry Ford

The time when you need to do something is when no one else is willing to do it, when people are saying it can't be done.
— Mary Frances Berry

There's nothing half so real in life as the things you've done...inexorably, unalterably done.
—Sara Teasdale

Inaction saps the vigor of the mind.
— Leonardo da Vinci

Idealists...foolish enough to throw caution to the winds...have advanced mankind and have enriched the world.
— Emma Goldman

We are taught you must blame your father, your sisters, your brothers, the school, the teachers—you can blame anyone, but never blame yourself. It's never your fault. But it's ALWAYS your fault, because if you wanted to change, you're the one who has got to change. It's as simple as that, isn't it?
— Katharine Hepburn

You don't get to choose how you're going to die. Or when. You can only decide how you're going to live. Now.
— Joan Baez

What do we live for if not to make the world less difficult for each other.
— George Eliot

It is one of the most beautiful compensations in life that no man can sincerely try to help another without helping himself.
— Ralph Waldo Emerson

Alone we can do so little; together we can do so much.
— Helen Keller

Mark Your Calendar

Free FACCC Issue Forum:
Governor's Budget/AB 1725 10 Years Later: A Review
Friday, Jan. 16, Santa Rosa Junior College

Council Of Faculty Organizations Workshops:
Part-Time Faculty Issues
Saturday, Feb. 21, Northern California
Saturday, March 21, Southern California

1988 FACCC Conference
The Politics of Educational Technology
Friday & Saturday, Feb. 26-28, Pasadena Hilton

FACCC/Academic Senate Workshop
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Friday, March 13, Northern California

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Volume 4 Number 3
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The Future Is Here

Find out why Distance Ed is not inevitable in the colleges

Faculty

Fear and Trembling in Multiculturalism

Accountability

1998 Elections

75/25

page 31

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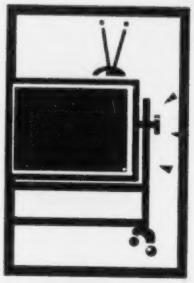
Inside



Distance Ed Is Not Inevitable

Page 8

Martin Hittelman doubts a rosy future for distance education in the community colleges, telling *FACCCTS* readers "real education takes place in environments populated by humans, not just machines."

The Future Is Here — What Should We Do About It?

Page 10

Jack Ullom of Santa Barbara City College talks about the preparation students need before they can effectively use technology in the classroom. "How can we build the self-learning skills... and how will we structure and finance such an endeavor?"

Features

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WHAT'S NEW / WHAT'S NOT

On the cover: This is not a real Web site, of course. But the way many higher education leaders are talking these days, it would seem this is where higher education of the future is heading. The authors on pages 8 and 10 caution technophiles not to forget the human element necessary for teaching and learning.

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A Matter of FACCC

Broken Promise Hurts Colleges' Potential

LESLIE SMITH

The state has broken its promise to the community colleges. In 1989 FACCC-co-sponsored community college reform bill AB 1725 created a compact between the state and the colleges that established education code reforms, such as performance-based standards, in exchange for increased funding. Nearly 10 years later, the system has met only 54 percent of those standards because of chronic underfunding — the colleges are not able to live up to their full potential.

And what is the state's response? Not only does the state not fund the standards that ensure our institutions' quality, the policymakers have given California only about half the funding of the national *average* for community colleges. And what is the state's response to a request for relief? Be more accountable.

The California Community Colleges are already one of the most accountable systems that exist. We systematically assess the needs of every client, develop a customized product and evaluate both the clients' satisfaction, as well as their success at achieving their goals on an hour-by-hour basis. What other institution can say the same?

Yet we are not in a numbers game, and the governor and legislators should not measure our success by adding students, putting them into categories and dividing the aggregate by some total. To measure success, we have to look at the whole person. Education is not a factory/product model. Unlike car manufacturers who strive for uniformity, educators try to develop each student's unique talent. Public education's role is to provide each student an opportunity to be his or her best.

A whole chapter in the California Education Code is devoted to minimum conditions to meet standards. The price of failure? The state's withholding of aid. That is the toughest penalty it can impose.

What are these standards? And who is accountable? The standards were established to ensure the institutions' quality and to hold the institutions accountable. There are standards of scholarship, degrees and courses, access and planning, student fees and new colleges, faculty, staff and students, counseling programs, instructional programs and curriculum.

Not only do our faculty carry the highest loads and work the longest hours, the rest of our CCC colleagues do the same to make the community college system work and to provide 1.4 million adults an opportunity to become educated.

What does the future hold for our colleges? If we are to adequately serve our current students, a demographic surge of 400,000 students, an increase in welfare recipients, and the workforce's continually expanding lifelong learning needs, we will need an increased commitment from the state. Accountability? We ARE accountable. Can we improve? Absolutely! But to equate underfunding with a lack of accountability obfuscates the issues and creates a false debate.

Is there hope? Yes. We have an opportunity in the 1998 elections to make them the EDUCATION elections. And hold the voters and their elected policymakers accountable to their commitment to the community colleges. To fund standards, set goals and achieve our dreams.

And where is FACCC? Right where it should be. Advocating for education and faculty and helping each and every one of us to get involved and make the 1998 elections count for education.

Leslie Smith teaches ESL at City College of San Francisco and is president of FACCC.

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View From The Front

FACCC Switches to Offensive Tactics in '98

PATRICK McCALLUM

We're living a contradition here in California.

The state's robust economy has driven $1 billion more money into the California Community Colleges in the last two years. We've seen a return of support for public education, with community colleges at the top in popularity. And we've built a solid case for what the CCC does for the state.

Yet we Californians are still not satisfied. We're skeptical and disappointed.

Voters are so distrustful of government that they create new rules on top of old ones, and these new rules only complicate the problems. **The Legislature is the primary decision-maker on issues concerning faculty and their classrooms, but the public continues to tie the Legislature's hands** in its ability to make sound public policy decisions. Some examples are term limits, campaign finance reform, Prop 13, Gann limits, and the two-third vote requirement for education bonds and taxes.

Voters' frustration turns into fear, which diverts their attention — from providing the necessary money for higher education — to such issues as crime and tax cuts. Legislators and the public call for more accountability because they don't trust faculty and colleges to resolve educational issues, whether the issue is welfare reform, transfer education, vocational education, economic development or, now, performance-based funding.

> It's time to convince all legislators that one of the most underfunded systems in the country needs a major investment.

At the college level, administrators are frustrated with shared governance, and faculty are losing faith in it.

What's our gameplan to deal with this frustration? **Let me start with my goal for the year: to help develop a shrewd, clear vision and strategy.** We must be positive and constructive, and stay focused despite the enormous bumps in the problem-filled road facing us.

The FACCC strategic plan this year focuses on a much bigger effort. We have been on the defensive. It's now time to take an offensive strategy. The odds are in our favor: this is an election year, education is the top issue and California will have a new governor. And we have evidence that investing in the community colleges is an excellent, solid investment for the state and public good, whether economic or personal.

This is the case now: the state invests $7,000 per CCC student per two years. As a result, a student earns 132 percent more three years after leaving the CCC or $358,000 more in his lifetime. Imagine the results if we increased that spending per CCC student. It's time to convince all legislators that one of the most underfunded systems in the country needs a major investment.

The FACCC Board of Governors strategy is to (1) push for an investment — a 10 percent overall CCC budget increase per year from the state — that will go toward growth, inflation and program improvement so we can tackle California's educational needs, (2) continue fighting for a major investment in full-time faculty to provide more full-service professionals who are able to commit themselves to their educational programs, (3) renew and rebuild the State Teachers' Retirement System to attract new full-time faculty and ensure that all have secure retirement futures, and (4) tap into the incredible talent of CCC faculty to analyze issues, educate faculty on a variety of topics, recruit new FACCC members and help campaign for legislative candidates who support the CCC.

It will take a lot of us with vision to stop the downward spiral of distrust, frustration and fear. But with an involved faculty and student population who share a focused strategic plan and commitment to the CCC, we can certainly do better.

Patrick McCallum is executive director of FACCC.

Virtual U. Development Raises Questions

by Dave Stuart

Funding, degrees and accreditation are only some of the issues involved in the development of two "virtual university" projects.

California's three higher education segments requested in early November that the state provide $9 million over three years to support the start-up of the California Virtual University. Gov. Pete Wilson was expected to propose funding for it in his January state budget proposal for 1998-99. The Western Governors University is supposed to go on-line this year.

A Nov. 21 FACCC Board of Governors issue forum at DeAnza College addressed issues related to the latter project and the request by the University of California, the California State University, and the California Community Colleges.

Larry Toy, director of system advancement and resource development at the Chancellor's Office, is a CCC representative on the California Virtual University design team. Also on the team are LeBaron Woodyard of the Chancellor's Office and Academic Senate president Bill Scroggins.

The project is Wilson's initiative to enhance the range and quality of on-line and other distance learning courses. The collaboration includes accredited private colleges. The virtual university will serve as a gateway to the courses, programs, certificates and degrees already offered by the institutions.

Wilson chose not to join the WGU, instead pursuing the California version to help meet demands of Tidal Wave II, the 300,000 to 500,000 students seeking higher education over the next decade. These students would require $10 billion in new CCC facilities, Toy said. The virtual university is also meant to help California businesses train their workforce, and may make the state a world leader in "distributed" learning.

Leon Baradat of MiraCosta College discusses the Western Governors University during the Nov. 21 FACCC issue forum at DeAnza College. Photo by Dave Stuart.

How to finance the technology infrastructure—an estimated $1.5 billion every five to seven years—remains a question. Decisions on professional and pedagogical questions like the need for face-to-face contact are pending, as are accreditation and student financial aid concerns.

Toy noted that the virtual university's ability to provide increased access "may be a two-edged sword providing non-traditional students enriched lives and opportunities while adding to the burden of Tidal Wave II."

Leon Baradat of MiraCosta College, president-elect of the Western Association of Schools and Colleges, has been appointed to an intersegmental accrediting committee addressing the Western Governors University, which was set to go on-line in January. It involves 16 states and Guam.

Baradat said services will include an on-line catalog of distance learning courses and central registration, a program council of part-timers to determine needed skills, assessment councils to evaluate and adapt existing assessment instruments to measure competence, testing services and full-time mentors/advisors to help students plan a course of study.

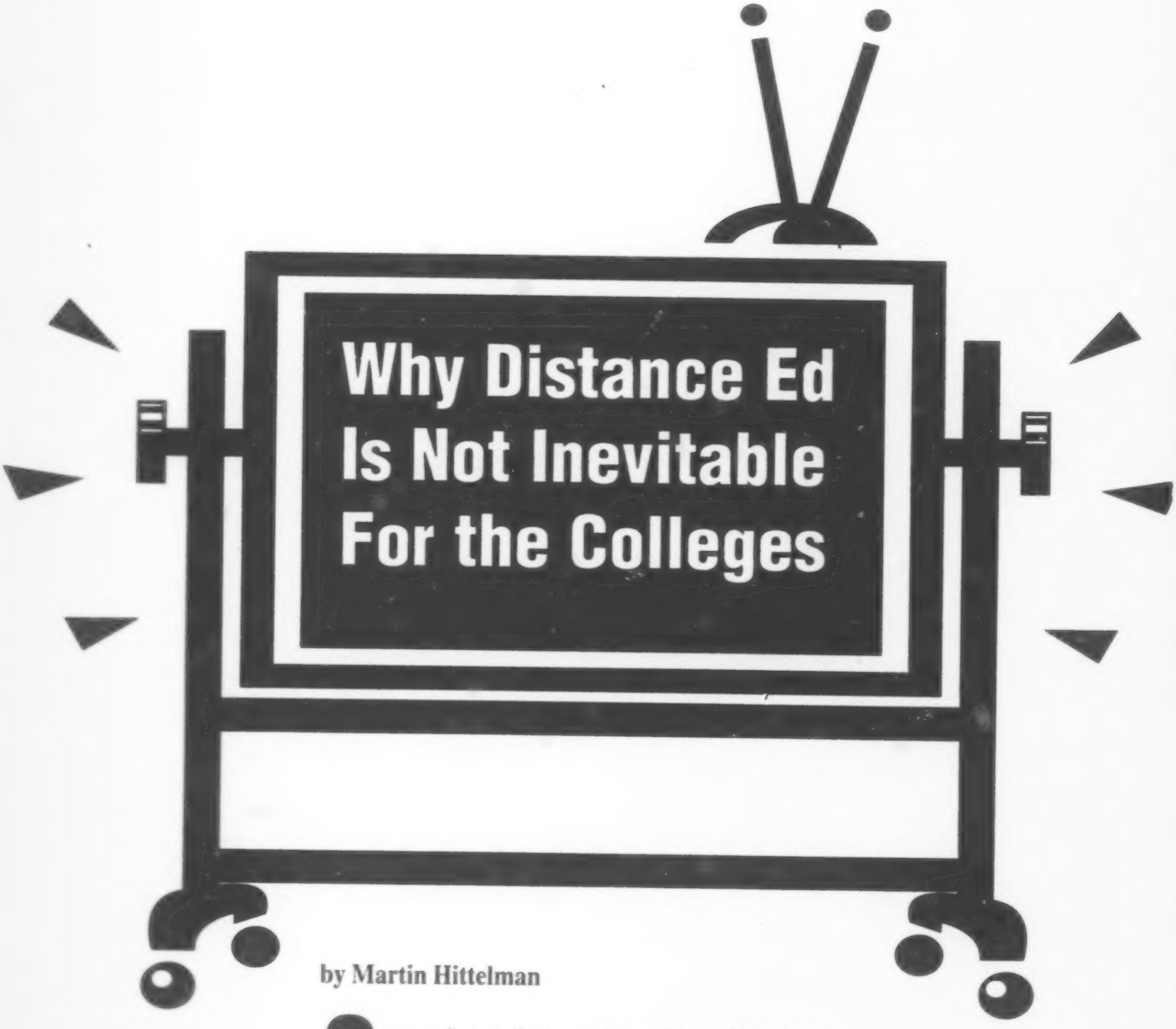
Serving as a broker of distance learning courses and degrees by other institutions, accredited or not, is one thing. But the university intends to take it further by awarding its own degrees.

"WGU will have no faculty and will offer no courses," Baradat pointed out, "so it doesn't meet the definition of a university or college." It would measure competencies separate from units or coursework and would include no peer review or other measures to check testing accuracy.

The university would not accept transfer credits, yet it seeks accreditation. It will offer courses from non-accredited institutions, in effect making it the accreditor. Another concern is that a WGU advisor might recommend a course of study, and a student may pass all courses but still fail the university competency test and not earn a degree.

Baradat said his concern is "the Western Governors University is removing the two gatekeepers to quality: faculty and accreditation." ft

Dave Stuart is FACCC's assistant executive director.



Why Distance Ed Is Not Inevitable For the Colleges

by Martin Hittelman

Contact via e-mail, chat rooms, video conferencing or telephone conversations could be substituted for human face-to-face interaction if the California Community Colleges Board of Governors approves an Academic Senate recommendation this year.

A majority of the Academic Senate representatives voted at its 1997 fall session to recommend changing the current requirement for regular personal contact in distance education. Under the proposed change, no direct human contact would be required.

The fall session representatives also passed a resolution that called for Academic Senate support of the change in "regular personal contact" **only if the changes meet certain conditions.** These conditions include a requirement that policies for this change be made primarily upon the advice of local senates. The requirement of a separate review by local curriculum committees for each distance education course would continue. The faculty would continue to be the last defense against the current wave of hucksterism.

If one were to believe the current wisdom expressed by technology manufacturers, professional pundits and even some faculty, the move to distance education is inevitable and we had better cooperate if we don't want to be left in the dust. I believe a massive increase in distance education is far from inevitable.

Here are some of my reasons for doubting a rosy future for distance education (as opposed to increased use of technology in the classroom) in the **community colleges:**

- The cost of technology is huge. When we add the cost of original purchase to the cost of maintenance, replacement, upkeep, changing software and training, the sum grows beyond the limits of probable funding for community colleges in California.
- Distance education has proven to be more expensive than traditional education. In choosing how to educate an increasing number of students, my guess is that we will choose the less expensive (and perhaps more desirable) approach to education: teacher-based classroom instruction.
- Distance education works with students who are self-motivated, know how to learn on their own and have developed considerable self-discipline. The majority of our students have not yet developed these attributes.
- The current drop rates for distance education courses are much greater than those for in-person courses. Over time, colleges will eliminate these low-retention courses.

Education is a human endeavor. All of us know how hard it is to learn from a book or a video. I would not attend a video conference because most of the important things that happen at a conference happen in the hallways and bars. And I would not take any more distance education than I was forced to for the same reason. Humans need to be inspired by humans, and this often occurs at odd moments — moments that do not occur in the highly structured arena of distance education.

Some of the distance education supporters believe that education is just a matter of learning skills. It is about achieving "competencies." I believe, and I think the majority of our state population believes, that education should be much more than just learning narrow job skills. That real education takes place in environments populated by humans, and not just machines.

It is instructive to look at to whom distance education is being sold. It is not sold at Stanford, Harvard, or even UC Berkeley. It is sold to the people for whom a first-class education is not seen as important. It is sold to those who are viewed as the future worker bees for the society. And so the emphasis is on "outcomes," "skills" and "competencies taught as modules."

Distance education may be helpful to a small segment of the population: parents who cannot take a full load on a campus because of schedule conflicts, college graduates who wish to grow in some area or another, and persons who cannot otherwise get to a campus (a very small percentage of California residents). We should offer some opportunity to those students who by reason of circumstance (and not choice) are forced into a less desirable mode of education. We should also guarantee them at least a touch of what education can be by requiring at least a few face-to-face encounters with their instructors and with other students.

Martin Hittelman is secretary of the Community College Council of the California Federation of Teachers and senior vice president of CFT.

The Future Is Here

What Should We Do About It?

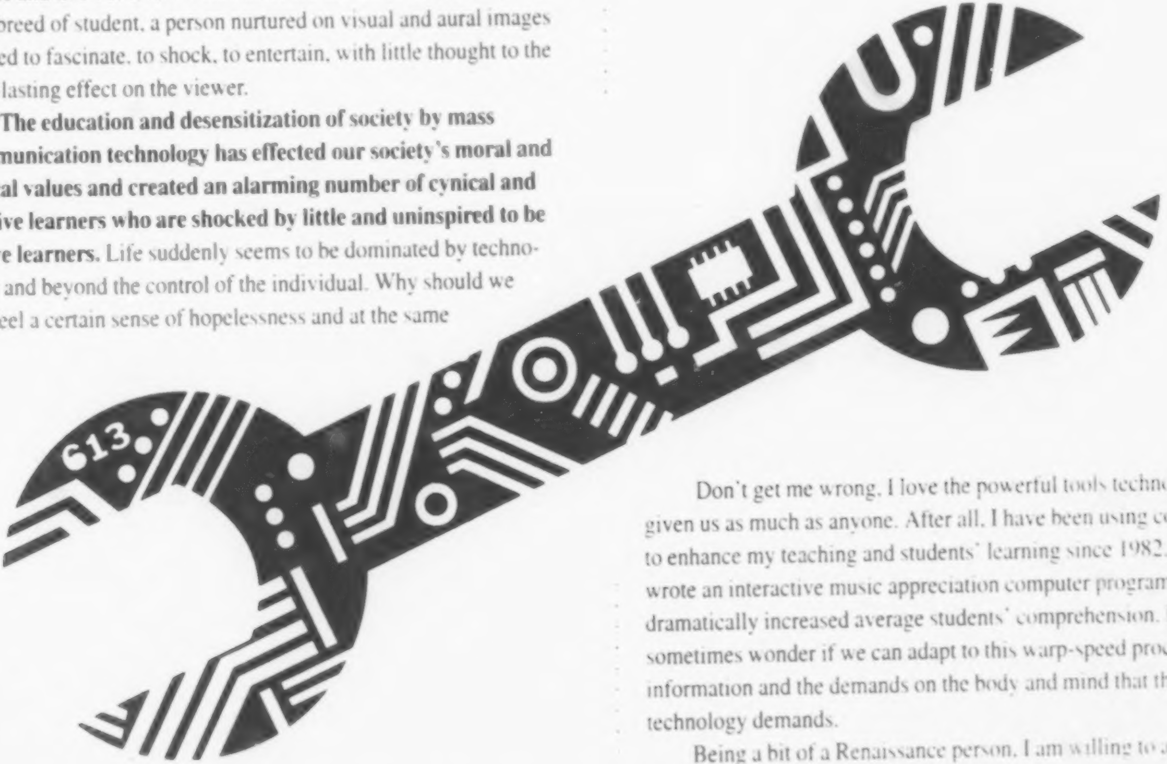
by Jack Ullom

The way we have operated as administrators, faculty and staff in the post-war years is rapidly changing. The unionized labor force has shrunk dramatically (not teachers' unions, however) and the security of the Cost-Of-Living-Adjustment is threatened by society's changing needs, causing quickly altered income sources and undermining traditional educational funding mechanisms.

Today's technological revolution poses a serious challenge to centuries-old practices of how to best deliver information, educate people and live our lives. As teachers we are faced universally with a new breed of student, a person nurtured on visual and aural images created to fascinate, to shock, to entertain, with little thought to the long-lasting effect on the viewer.

The education and desensitization of society by mass communication technology has effected our society's moral and ethical values and created an alarming number of cynical and passive learners who are shocked by little and uninspired to be active learners. Life suddenly seems to be dominated by technocrats and beyond the control of the individual. Why should we not feel a certain sense of hopelessness and at the same time a sense of exhilaration for our new and exciting technical skills? It seems incomprehensible that the human mind and spirit can cope with a society controlled by a too-rapidly changing technology that glorifies obsolescence and the new ideals of faster, more and better. But we are all quickly acquiring the ability to access more information than we could ever use in many lifetimes.

As a violinist who plays on an old Italian violin that technology still cannot reproduce or improve and who plays mainly old classical music from the 18th and 19th centuries, I am sometimes dismayed by our loss of certain values and perspective in today's techno-society. Having been well-schooled in the essential values and systems of western civilization and having perpetuated many of those values since childhood in my music-making and teaching, I have viewed technology's advances with a somewhat wary eye.



Don't get me wrong. I love the powerful tools technology has given us as much as anyone. After all, I have been using computers to enhance my teaching and students' learning since 1982. In 1986 I wrote an interactive music appreciation computer program which dramatically increased average students' comprehension. But I still sometimes wonder if we can adapt to this warp-speed processing of information and the demands on the body and mind that this technology demands.

Being a bit of a Renaissance person, I am willing to accept the challenges we face dealing with the passive learner raised on 40 years of mind-debilitating television. Not having retreated into a dark forest of cynicism, I maintain that we can use technology to improve our educational delivery systems. We can create more social and intellectual interaction among our students and deepen and enrich the

Please see Future, page 20

THE MODERN LANGUAGE ASSOCIATION
Promoting Excellence in Teaching and Scholarship

Founded in 1883, the Modern Language Association of America provides opportunities for its members, now numbering more than 30,000, to share their scholarly findings and teaching experiences with colleagues. MLA members are busy planning for the upcoming convention in Toronto; preparing the second edition of the *MLA Style Manual*; participating in over 100 committees, divisions, and discussion groups; and working on a variety of other projects. Below are just a few highlights from recent and current activities:

- The Committee on Professional Employment, a blue-ribbon panel that has studied the current job market and considered ways the field might respond to it, has issued its final report and made a series of recommendations concerning graduate programs and the salaries and benefits of part-time teachers. Copies will be sent to all 1998 members.
- *Profession 1997* features a report on assessment and articles on student writing, adjunct teachers, electronic mailing lists, and language learning.
- Recent volumes in the MLA's series Research and Scholarship in Composition include *Assessment of Writing: Politics, Policies, Practices*; *Writing in Multicultural Settings*; and *Feminism and Composition Studies: In Other Words*.
- Last fall representatives of the MLA participated in a national interdisciplinary conference on the use of part-time and adjunct teachers in higher education; the meeting focused on the pressures that have encouraged increased use of part-timers and on ways of sustaining the quality of higher education. Conference participants approved an action agenda that is now being reviewed by the sponsoring organizations.

EVERY MLA MEMBER RECEIVES

- subscriptions to the *MLA Newsletter* (four issues) and to *PMLA* (six issues, including the membership directory and the convention program)
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- reduced registration and hotel fees at the annual convention in December
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MR

Empowerment

Get Personal in "Member Get A Member"

The "Each One Teach One" peer membership campaign is now moving on to the "Member Get A Member" phase.

FACCC needs your help to reach the goal of 3,000 new members by the year 2000. To help by recruiting one or more of your colleagues, contact Field Director Lyndon Marie Thomson at (916) 447-8555, e-mail <LyndonMT@aol.com>. **Celebrate FACCC's 45th birthday! See details, page 31.**

★ Recruiting Tips

Lois Yamakoshi, math instructor at **Los Medanos College,** offers these tips:

√ Carry membership cards with the faculty members' names already written in.
√ Find out their office hours from (1) the receptionist (2) the Office of Instruction or (3) the department chair's secretary.
√ In talking with them, find out what issues they care about.
√ Ask them "Who cares about you 24 hours a day?" FACCC does, with a staff of eight professionals. FACCC's lobbyists have stayed at the Legislature into the early morning hours to monitor key CCC faculty legislation. Look at the results.
√ Ask them, "What can I do for you?" (One successful peer recruiter did a trade. He bought a $6 raffle ticket from a colleague.)
√ If they refuse to join, ask why. "Can I do something about it?"
√ If they say "You haven't given me proof that FACCC has done anything for me," point out or highlight accomplishments listed in FACCC brochures and publications.

If you know anyone interested in politics who would like to be a paid membership recruiter, please contact Lyndon Thomson at the number above.

Win A Trip

The competition is on!

If you sponsor the most new members by Feb. 15, you'll will **win a weekend trip for two** to a bed and breakfast in any of the Western states, compliments of Southwest Airlines and Educators Bed & Breakfast Network. The trip will be awarded at the FACCC Annual Conference, Feb. 26-28 at the Pasadena Hilton.

Introducing...

John McDowell believes in FACCC. Although a relatively new member, the labor relations instructor at **Los Angeles Trade-Tech College** has quickly become one of FACCC's strongest activists by joining its board of governors and becoming the board's membership committee chair.

How did you hear about FACCC?

I heard about FACCC maybe seven or eight years ago. My initial belief was that FACCC was not a very big organization and it didn't work in harmony with CFT [both not true]. I heard about it at a meeting at L.A. City College.

I joined last year and what changed my mind was simply learning that **FACCC did all the things that I thought an organization like it should do.** It translates policy into legislation, lobbies, campaigns and makes political endorsements. Basically, FACCC represents faculty interests extremely well in the political process.

And also, I learned that FACCC wasn't a tiny organization. I was actually amazed. [Current membership has grown to 7,500]. I'm very loyal to my union [CFT] and to FACCC.

Why is it important for faculty to join FACCC?

I think it's important for faculty members to join FACCC to strengthen FACCC organizationally and also strengthen FACCC's ability to influence the political process.

FACCC has members at all California Community Colleges. When FACCC expands its membership, it will have increasing influence in elections and lobbying.

FACCC's successes in the state budget and legislation are critical to faculty interests, whether it's increasing the budget for the CCC, improving our STRS benefits or defending tenure.

For me, it was just learning that FACCC is effective as they are, and learning that FACCC is influential as it is in the halls of the Legislature. I want to be part of a group that has an impact and FACCC certainly does.

The best way for FACCC to grow and gain members is for other members to share why they need FACCC.

HANDY NEW GUIDES FOR TEACHERS OF LITERATURE

Now at sixty volumes, the MLA's popular Approaches to Teaching World Literature series addresses a broad range of literary texts. The latest additions to the series cover Atwood's *The Handmaid's Tale* and other works, Faulkner's *The Sound and the Fury*, Flaubert's *Madame Bovary*, Kafka's short fiction, Miller's *Death of a Salesman*, Molière's *Tartuffe* and other plays, and Thoreau's *Walden* and other works.

Each volume surveys teaching aids and critical material and brings together essays that apply a variety of perspectives to the teaching of the text. In these essays, experienced teachers discuss approaches and methods of presentation that they have found effective in keeping classroom discussions lively.

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—Susan L. Blake

1997. x & 141 pp.
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FastFACCCTS

4C@ONE Project Moves Ahead

An advisory committee of computer industry and education representatives met for the first time Nov. 20 in Oakland to discuss the start of a statewide effort to **create an organization that provides training resources for faculty and staff to design "effective learning experiences for community college students."** The group will meet again in the spring.

The Center for California Community Colleges at Outcomes Network for Educators Project (4C@ONE) is designed as a response to the challenge of integrating technology and instruction to improve community college students' learning, expand access and reduce per student cost. A $1 million Chancellor's Office grant is funding the project, which project leaders are planning to make self-supporting by July 1999.

As the 4C@ONE Center, DeAnza College will provide on-line database resources to faculty and staff on professional development opportunities, available courseware and products, and service providers. An interactive bulletin board system, listserve, chat rooms will provide information for individual needs, allow interaction and collaboration across the CCC system and educational segments.

A consortium team of one faculty member from each of the 10 partner community colleges, will act as staff to the project and lead the needs analysis, model research, training development and Web site and database development. CSU and UC will provide advice on planning, coordination and instructional design. The lead community colleges will become regional training sites for other districts.

The 10 community colleges involved are Butte, DeAnza, Fresno, Las Positas, Los Angeles Trade-Tech, Marin, Santa Ana, Santa Barbara, San Diego Miramar and Santa Monica.

New Legislators Need Information, Lempert Says

More than half of all state Assemblymembers are new and need to be educated on the community colleges and faculty issues, said Ted Lempert, chair of the Assembly Higher Education Committee, during a FACCC issue forum Nov. 21 at DeAnza College.

New assemblymembers are committed to education: "Of 33 new members, all asked for either the higher education or K-12 education committees, or both." Yet despite FACCC and other advocates' efforts, "California community colleges are not getting the recognition and attention they deserve [in the Capitol]," Lempert said.

"The community colleges are ideally situated for where we're going in education," he said, "not just degrees, but lifelong learning and providing training that leads to good employment."

A "disconnect" or lack of communication is apparent "when high-tech companies in California are hiring skilled workers from out of state or other countries ," Lempert said, "[workers] that California Community Colleges can be and are providing."

Reflecting on the forum's topic, the California Virtual University and the Western Governors' University, Lempert observed that information "technology is going to be integrated into education—the question is how effectively?" He said that the "concerns of faculty groups such as FACCC are the same as I hear from high-tech CEOs: Nothing is more important than the faculty-student relationship."

> "California community colleges are not getting the recognition and attention they deserve [in the Capitol]."
> —Ted Lempert

"This year we just started getting education back to where it needs to be," Lempert said, and the state "should not accept Prop. 98 as a ceiling. The budget is a statement of priorities and we should not just do the constitutionally-required minimum."

He told faculty it's imperative to get a $1 billion bond measure for higher education on the 1998 ballot.

The relatively good year for education should be a starting point, Lempert said, for "a return to excellence."

See page 16 for related story.

FastFACCCTS

The organizations involved are the statewide Academic Senate, FACCC, Research & Planning Group for the CCC, the CCC Staff Development organization (4CSD) and the League for Innovation in the Community College.

After the projects' instructional technology needs have been identified, FACCC will play a key role by lobbying the Legislature for the necessary funding.

Some of the industry partners include Hewlett Packard, Apple Computer and Oracle. The test Web site is <http://tehipite.fhda.edu/>.

Colorado Offers Internet Degree

Colorado's community college system is offering, starting January 1998, a new associate degree program that students anywhere can take entirely over the Internet. Associate degrees in business administration will be the first ones offered, reported the Nov. 28 *The Chronicle of Higher Education.*

Colleges Must Be Business-Like

"Modern consumers place a very high priority on convenience," said Edward McDonnell in the Nov. 18 *Community College Times.*

"America's two-year and four-year colleges have some of the best educational training products on the market today," said McDonnel, executive dean of economic development at Camden County College in Blackwood, N.J. "The quality is superb and the value exceptional. Yet businesses thrive only when the customer base is loyal and growing. And that depends on more than just product quality and price; it depends on convenience. It depends on colleges paying attention."

Accreditor Dodges Part-Timer's Complaint

The U.S. Education Department extended the Northwest accrediting agency's recognition for five years, despite a complaint by a Washington state part-timer.

The September complaint by Keith Hoeller to the U.S. Education Department is just one example of the growing discussion regarding colleges' reliance on part-time faculty and their accreditation standing. Hoeller followed up with another letter that he would go to Richard W. Riley, the Secretary of Education, or to Congress.

Adjuncts say accreditation agencies ignore their own rules about the need for full-time faculty members, reported the Nov. 7 *Chronicle of Higher Education.*

Following in an excerpt of accrediting standards on part-time faculty for the Western Association of Schools and Colleges, Senior College Commission, (which covers California): "There must be a core of full-time faculty whose primary employment obligation is to teaching and research at the institution...With regard to the obligations and responsibilities of part-time faculty, the institution has a policy designed to integrate them appropriately into the life of the institution."

Foreign Students Learn English

Over the past 10 years, the number of students enrolled in intensive English programs in the U.S. has grown from 25,000 to 43,739 in 1996-97, according to the Institute of International Education's latest report on foreign-study enrollment.

Intensive English programs have mushroomed in the U.S. with more than 300 programs operating a decade ago and 521 today.

The professional organization Teachers of English to Speakers of Other Languages (TESOL) is creating an accreditation process for all the programs. As many as 30 programs are to begin the review process next fall.

School-To-Work Info Available

The following are some helpful school-to-work Web sites: National School-to-Work Learning and Information Center **<www.stw.ed.gov>**, Florida School-to-Work Information Navigator **<www.flstw.fsu.edu/flstw.html>**, National Center for Research in Vocational Education **<http://ncrve.berkeley.edu/>**, American Vocational Association **<www.avaonline.org/school-to-work.html>**, Education Week **<www.edweek.org/context/topics/work.htm>**, New York State Department of Labor **<www.labor.state.ny.us/youth/youth.htm>**, and Vocational Education Resources **<http://pegasus.cc.ucf.edu/~sorg/vocation.html>**

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call Katherine Martinez at (916) 447-8555.

Legislative Focus

CCC Deserve More Funding, Lempert Says

Patrick McCallum, FACCC executive director, and Katherine Martinez, communications director, interviewed **Assemblymember Ted Lempert (D-San Carlos), chair of the Assembly Higher Education Committee,** over the phone Jan. 5 during his drive to Sacramento. Excerpts of the interview follow.

Ted Lempert

FACCCTS: *You're having a hearing tomorrow on the California State University's consortium with Microsoft, GTE, Fujitsu and Hughes Electronics. Can you help us define what you think the issues are?*

TL: I have a number of concerns with the proposal, that's why our committee is holding hearings on the issue [Jan. 6].

There are two major parts of CETI [California Educational Technology Initiative] that's driving this. One is to get the CSU technological infrastructure in place; the four companies are providing the infrastructure to do that. The second part is to set up CSU's distance learning plan. One of the major concerns is that the four private companies would reap profits from CSU's distance learning down the road. And what are the profits coming from? They're coming from the professors' classes and the reputation of CSU. And it's a public asset.

You can't generalize when you say "public-private partnership." People mean different things. I think there's a lot of good public-private partnerships, but when you start talking about a mingling of public-private funds it's something that could threaten the autonomy of a higher education faculty member. That gets into a different kind of partnership.

FACCCTS: *The* ***CalWORKS*** *program is really a bureaucratic nightmare. Do you see any political change happening that would loosen up the requirements so there would be more focus on education and make it easier for the community colleges to respond?*

TL: Yeah, in fact I had two major frustrations regarding community colleges and how they were dealt with. As you say, the [legislative] response was very bureaucratic and focused too much on traditional, state bureaucratic job training rather than recognizing the community colleges do a better job than most of these other job training programs.

Related to that, the community colleges should have received a lot more financial support to deal with welfare reform. A number of us tried to get some of the welfare block grants to community colleges on top of the Prop 98 disbursement. We weren't successful and I was very frustrated.

There will be changes made along the way as we respond to welfare reform, and I and others will continue to push for more support for community colleges. We'll be working with you and others to see if there needs to be changes made this year or if we want to wait to give the new system more of a chance to kick in.

FACCCTS: *In the last three years, there were 3,000 faculty hires of which only 200 were full-time faculty. We have the same number of full-time faculty now that we had in 1975. Do you have any suggestions about how we can increase the number of full-time faculty?*

TL: The committee made FACCC-sponsored bills a priority last year and they all passed through our committee. I think all those, if signed by the governor, would help a lot in terms of increasing the number of full-time faculty. We're not meeting the goals the legislature had set a number of years ago, and it's a serious problem. It's certainly a priority of mine and I know there's the votes on our committee to continue making it a priority issue, but we need some help from the guy downstairs [Gov. Pete Wilson], from the administration and others in providing support.

FACCCTS: *We've had difficulty getting that* ***Prop 98 split*** *proposal signed for a fair and equitable share for community colleges. What's the problem?*

TL: It's obviously very hard to be competing with K-12. It's too bad the community colleges are pitted against K-12 because both need more support. Compared to K-12, CSU and University of California, **community colleges have not been on par in terms of funding, and yet play probably the most critical role as we head into the next century.**

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Bodle Continues CCC Focus on STRS Board

Yvonne Bodle

Yvonne Gallegos Bodle spent the first eight years of her life on the road.

Her father was a heavy equipment operator for projects like the Hoover Dam, and the family lived in a trailer while following his jobs. She and her younger sister (her brother was born during their travels), ended up attending three or four schools per year.

"It was wonderful training," Bodle said with a smile.

And that training has served her well. Bodle is a community college faculty representative on the boards for the California Community Colleges and the State Teachers Retirement System.

"I owe a lot to the community colleges," the Ventura College business professor told *FACCCTS* in early November. "…My father used to always say education is something no one can ever take away from you."

She took that to heart, becoming the first in her family to attend college. Her mother, who became a Navy purchasing agent when the family settled in Oxnard, shared that attitude. One teacher at a new school wanted to send Bodle back to the first grade because she misspelled "elephant" on a test.

"My mother said, 'no,'" Bodle recalled. "I always had the love and support of my family."

> "The community colleges are number one in her book"
> — Alice Petrossian

With her mother as a role model, Bodle developed an early passion for business. She graduated from Ventura College, and California State University, San Jose and received a fellowship to Columbia University, where she earned a master's degree in teacher education, business and economics. She later obtained a doctorate in education policy and organizational studies at the University of California, Santa Barbara.

Bodle taught high school in her hometown for a year, then became a business professor at Ventura College. She's been there ever since. Always striving to tie her classes to the real world, she has led study trips to Costa Rica. She is now creating an investment class that would include field trips to Chicago, Boston and New York City.

Bodle spent the first year of her four-year term on the STRS board studying the issues and talking with faculty. Now she's ready for action. Her personal goal for STRS this year is to improve benefits.

"The power to increase benefits is in the Legislature. I am so proud of FACCC for taking the lead to improve STRS benefits," she said, alluding to the joint effort by FACCC and AFT College Guild Local 1521 (Los Angeles) to work on a STRS improvement proposal.

Other states, for example, give retired teachers $300 to $400 for health benefits: We're losing good teachers, she said, who become administrators because of the higher retirement pay.

She said she supports FACCC's efforts to get all taxable income credited for full compensation, as well as to enforce the part-time faculty service credit recalculation. The recalculation is currently negotiable; Bodle would support a mandate and has said so in STRS board meetings.

Bodle said the two-year bill AB 884 would change STRS' interest from 2 percent simple to 2 percent compounded (like that of the Public Employees Retirement System.) "To me, that's just an issue of parity," she said, pointing out that administrators belong to PERS, not STRS.

The biggest news for STRS is that it's on its way to becoming "fully funded" for the first time in its history. (The hot economic market helped the STRS fund leap from $65 million in September 1996 to $80 billion in 1997.) By 2008, STRS will have enough money to pay members' future pensions. At that point, the state's annual general fund contribution of $500,000 to STRS will end.

STRS was finally able to get a bill passed and signed by Gov. Pete Wilson in October that increased long-retired teachers' supplemental purchasing power protection from 68.2 to 75 percent. Two-year bills to be heard in the next legislative session include Sen. Joe Baca's "Rule of 85" and the conversion of sick leave.

With seven years on the CCC board behind her, Bodle will remain until the governor appoints her replacement. She said the board really listens to faculty and appreciates invitations to faculty workshops and conferences.

Senator Hilda Solis (D-El Monte) became acquainted with Bodle while serving on the Rio Hondo College board in the late 1980s. Solis said the Legislature worked closely with the CCC board

See Bodle, next page

Lempert

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Also, community colleges are playing a key role in the post-Prop 209 era. So it really is a matter of making sure that the Legislature and governor recognize how crucial community colleges are, how they have to be a top priority and proving it when it comes to budget time.

FACCCTS: *What kind of changes and reforms do see coming up for higher education in the next five years?*

TL: A number of things. **One is Tidal Wave II, which really hits community colleges more than the other two segments, so community colleges have to be the main focus.** There are two parts of responding to [increasing numbers of students]. One is distance learning, but that needs to be done in close cooperation with the faculty since it's the faculty's work that is being put on the Internet.

Two is the facilities issue, which is another crucial issue for the Legislature in '98 and making sure higher education is part of the bond proposal for '98. [For higher ed] that needs to be a minimum of $1.3 billion, $1 billion for on-going needs and at least $300 million for new facilities. The higher education component has got to be a part of the education bond proposal, and it my mind that should be a deal-breaker. It needs to be part of the multi-year commitment as well. Community colleges need a significant amount of that new facilities money.

FACCCTS: Every day you pick up the newspaper it seems like there's a new test requirement for K-12. The CCC chancellor has come up with a controversial proposal he's titled "Academic Excellence" [now Academic Performance] that would tie success he's defined to district funding. [Gov. Pete Wilson's proposed state budget contains $50 million for the project.] Do you see accountability moving into the community colleges and if so, what do you think about it?

TL: There's been a lot of work, discussion and controversy about how you make sure the accountability measures that are set up are actually measuring what they should be, that it's a fair system. **I don't have a problem with setting high standards, with making educational institutions more accountable, but you really need to spend a lot of time making sure it makes sense.**

For it to move in that direction [for community colleges] there needs to be buy-in from folks. I don't think there's been the preparation work that needs to go into that as there has been with K-12.

Bodle

continued from previous page

during welfare reform discussions to ensure community colleges would have an active role. "She was very supportive of those efforts," Solis said. "She's a good person to have on the board."

CCC board president Alice Petrossian, who is leaving the board due to her recent appointment to the CSU Board of Trustees, called Bodle "a true friend" who has been her mentor. She said she respects Bodle and admires her ability to balance family and work, and as a Republican to cross political lines to gain support for the colleges.

"The community colleges are number one in her book," Petrossian said, explaining Bodle's continuing commitment to keep community colleges in mind while serving on the STRS board. "She has been a true and honest, outspoken representative for faculty."

Bodle said she's always supported hiring more full-time faculty. The CCC board this year agreed to include librarians and counselors in the faculty category, but Gov. Pete Wilson opposed a FACCC-sponsored bill that would have mandated it, along with more full-time hires. Bodle called the current ratio of 17,000 full-timers to 26,400 part-time faculty "very dangerous."

Bodle has concerns about Chancellor Tom Nussbaum's "Academic Excellence" proposal that would tie funding to colleges' performances. "Academic excellence has always been there," she said. "That's the trademark of the community colleges."

What has been her biggest accomplishment? Bodle said she is proud of ED>Net because she worked hard to open it to all community colleges while serving as its committee chair for three years. But she hesitates to pick any one project.

"It's hard to single out accomplishments when I've worked constantly for what I thought was right for the community colleges," Bodle said. "...I'd like to think I've been a faculty voice."

View From Washington

Congress Focuses On Education, Teachers

Congress reconvened Jan. 27 to attend President Bill Clinton's State of the Union address, which was expected to highlight several education-related initiatives including higher academic standards, school construction and teacher quality.

These and other Congressionally proposed initiatives have a better-than-usual chance of receiving funding this year due to projections of lower budget deficits and even a surplus by 2001.

Though the president has said the budget should be balanced before any surplus is spent and Speaker Newt Gingrich has urged tax relief rather than spending on new programs, both are making education a priority. While higher education programs will still compete for dollars — with administration proposals to expand Medicare eligibility, increase child care funding and raise the minimum wage, and Congressional proposals to eliminate the federal income tax rate structure — this year could surpass last year as the best for education funding in two decades.

In his budget preview, Clinton unveiled a plan to increase funding for the College Work Study program to $900 million to provide 1 million part-time work study jobs for college students nationwide. The current program has $830 million for about 900,000 students. Three hundred twenty-four institutions in California currently receive more than $81 million for work study. This could increase by almost $7 million if Congress approves the proposal.

The growing pool of teachers eligible for retirement, and laws such as California's to reduce class size, are increasing pressure to prepare 2 million new teachers in the coming decade. The president's budget request is expected to also give high priority to teacher training and recruitment and follows an earlier promise to ask for $350 million for scholarships and other aid to colleges for 35,000 new teachers willing to serve in poor and urban and rural classrooms.

Legislation on the critical need for teachers has already been introduced. More recently, Congressman Bill Paxon (R-NY) unveiled a legislative plan of $7.5 billion to put 100,000 new teachers in schools within five years through block grants that states would use to increase teacher salaries.

With this amount of attention, the debate will not be whether to increase funding for teacher recruitment, training and development but how to spend it. We are working with the FACCC staff in Sacramento to ensure CCC faculty opportunities.

LYNDA DAVIS

Congress has discussed options that include providing grants to teacher preparation institutions, funding school district partnerships and forgiving loans of students who become teachers. The bipartisan support for increased teacher training funding bodes well this year.

Having conducted hearings on higher education programs last year, the House Postsecondary Education, Training and Lifelong Learning Subcommittee chaired by California Congressman Howard "Buck" McKeon hopes to mark up its version of a Higher Education Act reauthorization by the end of February. This includes Title V, which authorizes federal teacher training programs. McKeon met with his Senate counterpart, Labor and Human Resources Committee Chairman Jim Jeffords in early January to identify a schedule that would lead to a final bill passage by June. Lawmakers will focus on proposals to expand allowable expenditures under the HOPE Scholarship and to approve the president's proposed increase in work study.

Congress will also attempt to resolve differences between the House and Senate bills to reauthorize federal vocational and job training programs, and the Senate will take up the House-passed Employment Training and Literacy Enhancement Act (H.R. 1385) that focused on teacher training. The president's plan to create vouchers for job training has cleared the House (as part of the Carl D. Perkins Vocational Education Act Amendments, H.R. 1853) but not the Senate. If this latter bill is not passed by July 1, the $250 million reserved will go instead to special education programs.

In addition to watching the funding and legislation debates, FACCC will focus on Congressional delegation changes. Faculty should urge new members (California's 52 reps and Sen. Barbara Boxer are up for re-election) to seek a seat on the Education and Workforce Committee, and the Labor, Health and Human Services and Education Appropriations Subcommittee to increase California's voice in critical education policy decisions. It's going to be a busy year!

Lynda Davis of Davis O'Connell is FACCC's Washington, D.C. lobbyist.

Future

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information pool guiding us to better learning and critical thinking skills, ultimately regaining our humanistic values and control of our lives. What that entails is a careful blending of old values with new ways of reinforcement.

Our first core value as educators must be to rekindle the intellectual curiosity of students who come to us with the attitude, "Teach me, but make sure you do it with the excitement of a Spielberg movie and before my cell phone or pager activates and interrupts my train of thought."

Many of our faculty have taken advantage of cooperative learning and critical thinking strategies. I personally salute the faculty leaders and administrators who responded with real solutions that effectively transform apathetic students into responsible learners. From personal experience I can testify that it takes very careful and structured planning, but the results are just what the students need. Once we get their motors running again and give them the high-octane fuel they need, I find they are achieving at a much higher level and developing social and intellectual skills that have energized their intellectual curiosity.

Today's technology can serve as this high-octane fuel once the students learn the basic tools of self-education. The critical thinking tools learned in cooperative learning exercises are what these students really need before we turn them loose on the Internet to surf the tidal wave of information. A life which is just one big hyperlink after another without purpose or direction could create an active infocrat adept at little but gathering information without applying it.

> **First we teach students how to become better learners and then help them apply that learning.**

How do we achieve the unity and balance to deal with this problem and still leave room for the emotional nurturing and social interaction necessary for students' enriched existences? First we teach students how to become better learners and then help them apply that learning. Can the distance learning mode of instruction achieve this? How can we build the self-learning skills necessary for users of technology-mediated instruction and how will we structure and finance such an endeavor?

That was the challenge presented to the Santa Barbara City College redesign team on technology-mediated instruction. Some have said that this particular redesign project is especially important because it could ultimately provide an impetus to completely redesign our infrastructure, allowing greater access to information by all elements of the college. Our future communication system may become computerized to the point that students will register, assess, be counseled and enroll using the Internet. Will this dramatically affect the working conditions of faculty, staff and administration? The answer is obviously yes.

The Committee on Innovation advised the California Community College Board of Governors that 30 percent of our future instruction would be to home students plugged into courses electronically. This business-oriented committee sees technology as a cost-effective way to reach Tidal Wave II, since building more classrooms may by economically unfeasible. Critics quickly point out that the electronic age has brought us a rash of new injuries including carpal tunnel syndrome, vision problems, increased workman compensation claims for stress, and the loss of important digitized data due to the development of non-compatible computer operating systems (John F. McFarland, "Technology Bites Back," *FACCCTS*, February 1997). And yet we are still driven to use this technology by those who have not always seriously considered the negative side effects.

Most recently I became aware of the deleterious effects technology can have on one of our treasured cultural traditions. Until recently, the most annoying distractions at symphony concerts have been the human cough and the candy wrapper. Now technology has added some new irritants. In a Santa Barbara Symphony concert, the unusual performance of two wonderful pieces of music was marred by one person's screeching hearing aid turned up too high and worse yet by the intrusive beeping of an orchestral musician's pager during a pianissimo passage!

Since quality is rarely the goal driving technology, unless quality is judged to be speed and quantity, the task of leashing the effects of technology on education can seem daunting, indeed.

The video and electronic correspondence courses found in many distance learning environments are

definitely not the most effective use of today's technology by any means. On the other hand, courses delivered over the Web that are student-centered with chat rooms and quick access to instructors, that contain enhanced audio and video, flexible starting and ending dates, that employ powerful presentation authoring systems, and that are accessible by students from any place at any time, have made a difference for students.

Designing such a course requires the most careful scrutiny of learning objectives, critical thinking levels and an effective means of delivery compensating for the lack of an instructor's real-time presence. In addition, this technology must be accessible to all platforms and to people with varying learning disabilities.

These types of technology-mediated courses raise many new issues concerning compensation. How much should colleges compensate faculty for developing such courses? What compensation is appropriate for teaching on-line courses the first semester? Should compensation be reduced in subsequent semesters? Should compensation be based in part on the number of students enrolled? Should part-time faculty teach these courses leaving the development faculty member the task of periodic upgrades? What kind of tutorial help will students need for these courses? How will the colleges determine compensation for on-line classes that have weekly starting and ending times to accommodate the varying schedules and learning speeds of individual students?

Another new issue is the changing working conditions with the growing addition of Saturday classes. In the near future, could a common workweek be Monday-Wednesday-Saturday or Tuesday-Thursday-Saturday with some faculty not available to students on their off days? Will some faculty work a load split between traditional on-campus courses and on-line courses? Will the college and faculty divide royalty fees for course materials developed by faculty and district technology teams and sold to students as ancillary course materials? Who will pay copyright fees for material put on-line? Who has the legal rights to course content when a faculty member resigns or retires?

> Students come to us with the attitude, "Teach me, but make sure you do it with the excitement of a Spielberg movie..."

In many cases faculty are incorporating on-line elements into traditional campus instruction as well. Will future funding for distance learning be a line item in the state budget; or will it be drawn from student materials fees, or will colleges form relationships with corporate partners who need a workforce capable of functioning in today's technological society? How will the state measure what a college receives for technology support? State equipment monies are based on space usage. How do we measure cyberspace?

The future has arrived, and now we must deal with it.

Jack Ullom teaches at Santa Barbara City College. This essay appeared in the March 1997 issue of SBCC Instructors' Association newsletter.

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Gen Xers Get At Least a B At This College

Generation X Goes to College, by Peter Sacks, Carus Publishing Company, Chicago, Ill., 1996, 208 pages.

Reviewed by Darwin Thorpe

Everyone gets at least a B at A-Mart college. At "The College," the customer was always right!

"My students wanted it all: a Mercedes grade — even the Mercedes itself — but were often willing to give me only a Chevy's worth in terms of quality or effort."

That's what baby boomer Peter Sacks discovered when he left a career in journalism in Southern California to follow his wife's career in medicine. With no teaching experience, he got a job at a large, midwestern community college, in a predominantly white, middle class area, teaching intro journalism and writing.

Hardly naive, but not fully aware of the collegial culture in the 1990s, he took the job with the "best of intentions." But he was surprised at the extent of institutional acquiescence to student indifference to learning, and to cheating and grade inflation. In his first year he experienced student refusal to read, study or attend class; grade extortion; even a sexual proposition; and open hostility both to his teaching methods and to benign constructive criticism on graded papers. Although his colleagues praised his teaching methods, student job-threatening evaluations complained, "I have found nothing in this class productive or useful" and "I wouldn't recommend this class to anyone." Sacks almost quit at the end of his first year.

Conversations with a textbook company representative, colleagues in the college, and friends in the state universities convinced him that his experience was not atypical. Armed with a year of experience, his professionalism validated with a newly received nomination for the Pulitzer Prize, and implementing a new get-tough policy on standards, he accepted the Sisyphean challenge. The result? The same negative student behavior and even worse evaluations. His tenure committee members told him to teach to the evaluations, and one suggested he take a course in acting to improve the entertainment quality of his presentations.

Quitting, or altering his introvertish personality with Prozac were some of his contemplated corrective options. However, he decided in mid-second year to perform his "Sandbox" experiment. He would play the game, and then, using his reporting skills, blow the proverbial whistle.

The experiment grew out of Sacks' world view. Sacks argues that all of us reside in a new, "post-modern" world, built at least partly upon the fall-out of Vietnam, Watergate, Chernobyl, and other failures of common sense and objective science to, in the words of *Touched by Angels* author Eileen Freeman, "to feed our soul." (He stopped short of using a famous Rolling Stones song metaphor for such "soul-deprivation.")

As the post-World War II commodities production successes of American enterprise increased, the "modern world" moved away from the hope of progress based upon trust in reason, science, and individual freedom, the fruits of 18th Century philosophers such as Voltaire, Rousseau, Montesquieu, and Diderot. Marshaling dozens of supportive examples, Sacks describes evolution from the Great Depression's entitlement not to starve or freeze to death, to current economic, political, and social hyperconsumerism, and the death of delayed gratification. Automatic entitlement to almost everything!

A related post-modern trait is mass media's ability to create mass cynicism, and a "...sweeping de-legitimation of modernism...its sources of political and economic power...and its sources of knowledge." Cynicism of the kind which prevailed following the inability of the church to cope with bubonic plaqued-pre-Lutheran Europe. Toffler's *Future Shock*, his *Third Wave*, and a delayed Orwellian 1984 come true. Sacks' suggested improvement of a student's writing elicited the response, "It's just your opinion."

Reared in the late 1960s and early 1970s, in an environment of hyperconsumerism—from the tips of their Chicago Bulls hats to the toes of their Nikes—the Xers had grown up on a diet of "Beverly Hills 90210," *Cosmopolitan*, Nirvana, and Pearl Jam, and needed to be entertained constantly. "I felt the constant force of Madonna's breasts or Michael Jackson's deft hand in his crotch, which I somehow had to live up to in order to hold my students' attention." They had been conditioned to, "...an attention span equal to the interval between [TV] commercials." Education, like everything else, was just another commodity!

The first step of the experiment was to shape his courses into a more enticing commodity. To ally cynicism, he stopped violating

See Sacks, page 28

Book Review

Better Teaching: Ask Students For Advice?

JB-10 ***Becoming a Critically Reflective Teacher,***
by Stephen Brookfield. 296 pages, hardback.
Jossey-Bass. $32.00. FACCC member price: **$27.00**

Reviewed by Barbara Broer

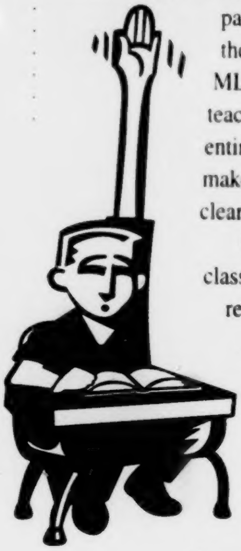
In *Becoming a Critically Reflective Teacher,* Stephen Brookfield suggests several ideas for becoming a better teacher. The first is that a reflective teacher is a *questioning* teacher: you question constantly. Brookfield says the two key questions are: What is the power structure (faculty, administrative, legislative) behind my teaching techniques? What reason lies behind my techniques? (with the likely answer that most of us teach as we were taught.)

Brookfield assumes that out of our questioning will come democratic teachers who have interactive classrooms. These democratic teachers do not lecture. (His arguments against the lecture method are that it does not involve students intellectually; that students do not listen; that students repeat the teacher rather than think, etc.) Brookfield suggests we put our students into a circle and see that each student has the same amount of time to speak. We should also pass out weekly evaluation sheets for the students to complete anonymously. Some questions Brookfield suggests for the evaluation are as follows: "At what moment in the class this week did you feel most engaged about what was happening/ most distanced from what was happening? What action that anyone (teacher or student) took in class this week did you find most affirming and helpful/most puzzling or confusing? What about the class this week surprised you most?" (p.115)

Brookfield suggests that we summarize all the responses and distribute them to the classes. If we wanted to go further, we could answer all the questions in "The Critical Incident Questionaire" (sic) ourselves and show them to our students, indicating our willingness to change. These democratic teachers can then change the class curriculum depending on the students' evaluations.

I decided to try Brookfield's tips. Very cautiously, I have begun giving out the questionnaire. The first question students in all classes asked me was, "Do we get extra points?" When I said, "No, these evaluations need to be anonymous," I received only five or six out of a class of about 27.

To fairly evaluate using these questions, I think I should try them for a semester, but I hesitate to add to my reading. I would not recommend such a questionnaire to a beginning teacher; it would be too confusing. The few responses I received varied widely: "I was most engaged in the work on the MLA form as I had started my paper and then realized that much of it was not in the proper form" to "I was totally bored with the MLA form since I had that in high school." Since all teachers work with a course description, it is not entirely clear how many changes a teacher might make. And the students answers do not constitute a clear direction for any changes.



One example Brookfield gives of his interactive classroom is one class that seemed inattentive, even restless; so he told the students that if they proposed and submitted a project for the semester, they could be excused from class meetings to do the project. The class became cooperative, interested, even enthusiastic. (I've heard this story before: the honest, open teacher gathers support of the students by being understanding and flexible. It has the feel of an urban folk tale.)

Another task for the questioning teacher is learning from other teachers. Brookfield's suggestions of how faculty members can be of help to one another provoke caution. He said faculty members need to meet regularly (weekly or bi-weekly) and should try to get release time to do this; teachers must discuss not only their successes in class, but also their failures which may be more instructive. The only time I have observed anything like this among teachers would be in a very small group of friends who have known each other for more than two years.

When I think about the interactive classroom, I find it helpful to divide classes into two basic types—those that are traditional subject-matter courses (mathematics, literature, chemistry)and those that are skill or method courses (freshman composition, education courses, speech). The latter do *not*, in a way, have a subject matter. It is in the skill courses that Brookfield's suggestions are most likely to be successful. Even there, I, a composition teacher, hesitate to hand out weekly evaluations because I cannot change a great deal of what I teach, and the students do have resistance to English composition requirements. I suppose I fear what they have already told me in my office on many occasions—that basically what they want is a private tutorial. With 150 students a

Please see Brookfield, page 28

McFarLAND

Fear And Trembling In Multiculturalism

JOHN MCFARLAND

To Cold Warriors the fall of the Soviet regime came as a thief in the night. Not only did it rob them of purpose and an all-capable enemy, it impoverished many whose cries of alarm had become a dependable source of income.

And yet, not all Cold War engines were let to rust. Just before the Fall an obscure humanities professor, Allan Bloom, had published an adroitly venomous requiem for traditional academe. Higher Ed, he proposed, had been adulterated by leftists. The fact that his *Closing of the American Mind* made its author a millionaire cannot have gone without notice when, 18 months after its appearance, the Soviet Union imploded.

By 1991 bookshelves bowed with a reassuring message: the Cold War was not over! While Marxism was being 86ed in Moscow, a brace of Philippics reported its resurgence in America. There, campuses had fallen into the clutches of *Tenured Radicals* (Roger Kimball's title) and *Hollow Men* (Charles Sykes') who were busily dispensing *Illiberal Education* (Dinish D'Souza's).

We should acknowledge how difficult it must have been to redirect heavy Cold War ordinance from a credible target (one with missiles, spy systems and millions of troops) onto a professorate notable for being unarmed, terribly undisciplined, abstrusely garrulous and sometimes even likable.

Clearly, some skillful mythmaking was required to conjure out of such nerdy material the stuff of closet terrorists. Imagine these tweedy pipe-suckers as '60s Berkeleyoids, leading Our Youth to sexual, chemical and ideological depravity! Charles Sykes could, and he estimated (without pausing to verify the figures) that some 30,000 courses are offered annually in women's studies, most designed to train "a vanguard revolutionary elite."

Consider the chic intellectualizing behind literary feminism, post-modernism, structuralism and deconstructionism, to name only the most prominent of the steam-heated hermetics whose practices are confined to today's campuses. Conservative Charles Krauthammer did and, a few years ago, he devoted a Christmas Eve column to proving that deconstructionism poses a greater danger to the Republic than either environmentalism or pacifism!

And yet, despite so robust a promotion, Academe never succeeded as a replacement Evil Empire. At best it provided a rest area for those awaiting a more convincing terror.

Nevertheless, the brief academic red scare left one surviving fright word. *Multiculturalism* continues to inspire residual harrumphs. On a Really Slow Newsday, Rush Limbaugh or George Will might alert their viewers that attempts to direct students away from exclusively Anglo-or Euro-Centric enterprises are spreading like kudzu.

Now, one would not expect that a curricular strategy which introduces students to new cultures would make so many people nuts. After all, its purposes—the promotion of tolerance through understanding—is classically collegiate.

But in an arena politicized by dieseling Cold Warriors the benign is easily mistaken for the malignant. Native American courses can be seen as attacks on the legitimacy of white settlers; women's history on that of the patriarchy; gay and lesbian studies on traditional sexual values; eastern philosophy on western. Students of multiculturalism will learn, warns D'Souza, that "all rules are unjust."

Vast verbal defense works have been raised to guard our nationhood against just such dangers. The tactics range from simple turf protection to quarrels about the order by which students study ideas to advancement of an ideology of Westernism.

For some, the new programs sabotage traditional disciplines. How does a Chicano-studies student benefit when she takes a little sociology, a little history, a little literature and a little anthropology? The question presumes that a transcendent benefit awaits only those who major in an established discipline.

Others define the topics covered by multicultural classes as "upper division," and lacking in the breadth and background available only in introductory studies. They would agree with Stephen Balch, the current president of that adversary of most curricular reform, the National Association of Scholars. "If you cannot understand the Constitution," Balch has said, "I don't think you can understand women's studies."

The trouble with the Balch approach is that it grants some legitimacy to multiculturalism. For hardshell ideologues, this ignores the function of higher education, which is the transmission of the culture's dominant (i.e., Western) values. Western is better, a view framed with surprising loutishness by a query from novelist Saul Bellow. Where, he famously asked, is "the Tolstoy of the Zulus, the Proust of the Papuans?"

Westernists believe that a core of agreed-upon topics and ideas can be found by reading the canon from Homer to—say—Henry James. Marinating in these works loads students up with Western Values in a way that reading—say—the novels of Scott Momaday or Nora Hurston would not. After all, Allan Bloom reminds us, "the muses never sang to poets about liberated women."

Such appeals to The Old Ways have their charms and they have dominated the discourse on multiculturalism until recently. Now, two books are available that answer them, both with wit, energy and learning.

Books Praised in this Review:

- L.W. Levine, *The Opening of the American Mind: Canons, Culture and History*
- M.C. Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*

Books Said Less Well Of:

- Allan Bloom, *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*
- Roger Kimball, *Tenured Radicals: How Politics Has Corrupted Our Higher Education*
- Charles J. Sykes, *The Hollow Men: Politics and Corruption in Higher Education*
- Dinesh D'Souza, *Illiberal Education: The Politics of Race and Sex on Campus*

The very title of Lawrence Levine's work, *The Opening of the American Mind*, ripostes not merely Allan Bloom but all traditionalists who oppose multiculturalism. It is they, Levine suggests, who would keep the student of today narrow and ill-informed.

He begins by noting the paucity of evidence supporting the traditionalist cause. First, there is the stupefying lack of precision. Just how many "tenured radicals" are there? What percentage of them were radicalized in the '60s? On what campuses do they now swarm? What measured damage has multiculturalism been found to exercise?

In short, their cause is a house of suppositions built "without fear and without research." When D'Souza devotes a chapter to the harm affirmative action has done to UC Berkeley he interviews a single student, and that an Asian American enrolled at UC Davis wh happened to *know somebody* at Berkeley! Levine could have added the delicious moment in Kimball's book when he nails down his point by citing a passage from Kierkegaard which, when checked, turns out to refute his thesis.

But Levine's finest contribution is his weapons-grade history of resistance to curricular reform in American higher education. Until a century ago, he informs us, classicists dominated the college curriculum. Students entering college began a predetermined course of study which led through four years of Greco-Roman works in the original language. They would memorize sections of Pindar or Virgil and recite them next morning in class. One size fit all in this college without electives. If students were reading Herodotus, they must be juniors.

Proponents of this curriculum defended it with burning-deck rhetoric. Were we to abandon our classical studies, one wrote in 1820, "we would regard mankind as fast sinking into absolute barbarism and the gloom of mental darkness as likely to increase." A Yale report of 1828 concluded that "The single consideration that divine truth was communicated to man in the ancient languages *ought* to put this question to rest."

Ought, perhaps, but didn't. The danger was growing to the point where, in 1884, Princeton's Andrew West had to warn that younger faculty were shouldering the classics aside for "moderns" like—Shakespeare! Didn't they know, he asked, that works in German, French and English were simply debris of the classical languages mixed with barbaric elements?"

Hand in hand with barbarism came a second peril, the introduction of academic disciplines. They were greeted with the same outrage now heaped on multiculturalism. The interdisciplinary

Please see Fear, next page

Fear

continued from previous page

classicists introduced students to politics with Cicero, to literary theory when they read Aristotle. Disciplines merely diced such knowledge up into topical chunks that trivialized it. For that reason, if English literature was hard to find in college classrooms, American lit was everywhere absent before 1900 (and students didn't study Melville, Dickinson, Twain and James until 1945.)

There is an obvious irony here and Levine slings it about with noticeable lack of politeness. The very charges traditionalists now use against multiculturalism were hurtled against the quite recently-formulated "Western canon" and the disciplines that examine it.

And when the current traditionalists weigh ethnic studies for rigor it is often with sentiments identical to this 1883 dismissal of history as a legitimate college offering: "The numerous narratives of epochs are just a let-off to easygoing students from the studies which require thought."

> **...the educational structure the traditionalists defend hardly exists at all.**

In one astounding passage, Levine quotes a tirade made by Thomas A. Bailey in his 1968 presidential address to the Organization of American Historians. Bailey had taken this occasion to inveigh against black studies programs and had included in his plea the following trope: "The luckless African Americans, while in slavery, were essentially in jail; and we would certainly not write the story of a nation in terms of its prison population."

Now, it is not merely that Bailey appears unable to tell the difference between a metaphor (jail) and reality; nor even that, by 1968, several prominent historians had published narratives of black slavery that revealed the vacuousness of his case. The point is that Bailey's argument keeps being made, with the same lack of thought and knowledge, as when Kimball characterizes ethnic studies as "oppression studies" and D'Souza as "victimology."

Complementing Levine's work is the less combative contribution of Martha Nussbaum, *Cultivating Humanity*. She has written, in the words of her subtitle, "a classical defense of reform in liberal "education," something she can undertake with greater facility than those defenders of the classics, Kimball, Sykes and D'Souza, who do not read Greek and Latin.

Education is not, Nussbaum suggests, the simple transfusion of beliefs (or what Sartre calls "comfortable certainties") into students; nor is it an indoctrination of something as amorphous as The Western Tradition.

Education, rather, is intended to free people from the untenable, a practice she insists is made the more pressing because our world has become unforgiving of cultural misperceptions.

Nussbaum advances as an ideal a "world citizenship," one in which we add to what is worthwhile from our own culture the richness of other value systems. Without education we smother in narrow cocoons which will dissolve only on contact with other viewpoints. Breadth, then, is acquired. It does not automatically cancel our original loyalties but it will no doubt force us to modify some of our received beliefs.

Levine and Nussbaum have made strong cases but they haven't addressed all the questions. One wishes they had identified as a false dilemma the traditionalist mantra that, when a student is assigned Toni Morrison, he is denied Shakespeare. Nussbaum's theme, however, would lead us to understand that Morrison has things to say that aren't in Shakespeare, and that both must be heard.

And it would be nice if someone had noted the obvious, namely that the educational structure the traditionalists defend hardly exists at all. What percentage of students — pace Stephen Balch— currently must study the Constitution, whether or not they now enroll in a women's study class? And what percentage of students — is it even 10 percent? — graduate from college having read there an entire book by Homer or Virgil or Goethe or even Faulkner?

The fact is that General Ed, as taught in the United States, is almost nowhere an introduction to the Western Canon right now. Indeed, the artful dodger can currently navigate General Ed on most campuses without much cerebration at all. If the former Cold Warriors want to tackle a real problem, it lies there, not in the "radical" designs of multiculturalists.

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Education.

Part-Time Faculty

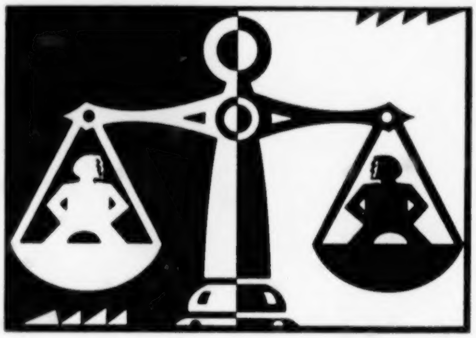
Workshops Host Legal Clinic, Chancellor's Staff

Chancellor Tom Nussbaum has said he will attend or send a representative to the two COFO workshops on part-time faculty issues.

This is the first time the state Chancellor's Office will participate in the workshops, sponsored by the Council of Faculty Organizations. Other featured guests on the panel will include local college managers and CEOs.

The Saturday events, **"Involvement --> Empowerment --> Equity,"** are scheduled for 9:30 a.m. to 3 p.m., **Feb. 21 at DeAnza College** and **March 21 at Long Beach City College.** The cost is $35 per person.

The workshop series, in its third year, stemmed from the COFO Equity Statement, in which the five faculty organizations voiced their support for the equitable treatment of part-time faculty regarding such issues as salary, office hours and STRS benefits. COFO members are the Academic Senate for California Community College, California Community College Independents, Community College Council of the California Federation of Teachers, Community College Association of the California Teacher Association, and FACCC.



> **"This is the only place where all part-timers, regardless of affiliation, can discuss the issues."**
> **—Margaret Quan**

"This workshop is the only one like it in the state," said Margaret Quan, a part-time faculty representative on the FACCC Board of Governors. "This is the only game in town the only place where all part-timers, regardless of affiliation, can discuss the issues."

The workshops will feature the popular Legal Clinic, in which a lab lawyer will give a presentation on relevant legal issues and answer questions, and four breakouts on negotiated issues, hiring practices, empowerment and advocacy, and one presented by the Academic Senate. David Hawkins, FACCC legislative advocate, will update part-time faculty on the latest political developments in Sacramento.

To register, complete the form below or contact FACCC at (916) 447-8555, fax (916) 447 0726 or e-mail <faccc@aol.com>.

REGISTRATION FORM FOR PART-TIME FACULTY COFO-SPONSORED WORKSHOPS

Please complete and return, along with your $35 payment to: FACCC, 926 "J" Street, Suite 211, Sacramento, CA 95814. **(FAX: 916-447-0726).** Registration fee includes forum materials and lunch (please note any special dietary needs.) You will receive confirmation, receipt and directions to the workshop by mail.

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Sacks

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an unwritten code: "Don't act as if you know more than the students, even though you do." He taught to the evaluations, made his presentations more student-friendly, the content more precise and student-predictable

for success on tests. Pandering in every way possible, he gave outrageously good grades, even when their writing was horrid! That he would eventually tell all calmed his conscience.

The experiment "succeeded fabulously." He became one of the most respected teachers on campus, and was awarded tenure! When the tenure committee asked whether he had compromised his standards, Sacks replied to nods of agreement, "I 'adjusted' the level of my courses to meet the students' 'abilities and needs.' " The perfect Orwellian reply — *Brave New World* had indeed arrived! The Save Our Standards Committee was finally disbanded, and Sacks has quit teaching to return to a full-time career in writing.

Sacks' book offers an exclamation mark to Earl Seidman's 1985 book *In the Words of the Faculty*, and his interviews of 76 faculty from 20 community colleges in California, Massachusetts, and New York in 1985 that revealed the beginnings of Xers student behavior patterns. Sacks suggests a reform compromise: increase the use of technology in and outside the classroom, especially its entertaining aspects, while at the same time, "...drawing a line in the sand..." on academic standards.

Educators should admit the reality of the student entitlement mind-set, and quit pandering to students. Sacks admonishes overly nurturing adults to quit referring to twenty-year-olds as "kids." Some of his proposals include, in addition to tightening up grade standards, the use of class grade standings in transcripts, more frequent and broadened performance assessment, and decreasing the reliance upon student evaluations for retaining instructors.

Sacks also proposes that required orientation courses be bolstered with a dialogue between students and teachers about modernism, post-modernism, and entitlement, and a more realistic assessment of what students want from higher education. And while he urges colleges to take a serious look at standards for access to courses and programs, he concludes that it would be, "unconscionable for American society to place tougher restrictions on access to higher education without also joining the rest of the industrialized world to create a comprehensive, national system of vocational and technical education."

Darwin Thorpe, who was FACCC president in 1978-79, teaches biology at Compton Community College

Brookfield

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semester, I cannot give private tutorials, even if I think it is a good way to learn.

It is Brookfield's condemnation of the lecture method that makes this book both interesting and irritating. It is true that today's students seem uninterested, distracted, and bored. However, I can still remember some of the lectures I heard as a student, so I can only conclude that I was engaged with the subject matter. Merely stating, out of hand, that students are not engaged with lectures does not make *lectures* the problem. What is substituted for lectures, students working in groups, may *not be* more educational. There are big differences in students' group work, just as in professors' lectures. I don't see the lecture as an obvious enemy of good teaching, but I don't see it as the best or only answer.

One of the interesting things about teaching in the constant, nagging idea that "there must be a better way to do this." Theory in education is one place to begin. *Becoming a Critical Reflective Teacher* has many specific suggestions. A new semester begins in August, and despite my reservations, I resolve to try the questionnaire in at least one composition class. Maybe I can even figure out how to give points for it.

Barbara Broer teaches English, Literature and Communications Skills at San Joaquin Delta College.

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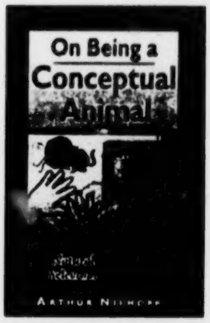
No Rooms of Their Own

HD-5 ***No Rooms of Their Own: Women Writers of Early California,*** by Ida Rae Egli. **New 1997 edition.** Egli, of Santa Rosa Junior College, gathers the writings of 15 extraordinary women living in a remarkable time. Their stories draw a new picture of early California and its true pioneers. "*Takes aim at the stereotypes of women in gold rush California...instead portrays real women and real lives,*" said the Feminist Bookstore News. (Reviewed in May 1996 *FACCCTS*) $14.50.

FACCC member price: **$12.00.**



► **HP-3** ***On Being a Conceptual Animal,*** by Arthur Niehoff. Learn the ultimate in being human — how you perceive the world of man and nature through concepts. This book is a captivating account of how one anthropologist went from concept to concept through a lifetime, and how the perceived world changed as a consequence. It's a journey you will also take. Learn how to be truly human and enjoy the process. 320 pages. The Hominid Press. $13.50

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STRS — A Basic Guide For the Perplexed

DEBORAH L.S. SWEITZER

One of FACCC's major legislative objectives this year is to improve retirement benefits. Just what is the situation now, I wondered? And how can we improve it?

I soon discovered that it is not easy to understand STRS and the community college faculty retirement plan. I got a copy of the new STRS Member Handbook [Call STRS at (800) 229-5453 to order one] and set out to learn about my retirement plan.

Since the community colleges emerged from the K-12 system, it should be no surprise to learn STRS was established in 1913 and includes all employees in California public schools from kindergarten through community college. In fact, **according to STRS, it is the "nation's largest public teachers pension organization" and "the fourth largest public retirement fund in the country"** based on the fund's market value.

STRS is administered by a 12-person board with eight members appointed by the governor. One is a community college instructor (Yvonne Bodle, also on the California Community Colleges Board of Governors, *see page 17*) and four are by position (state officers associated with finance or education). The fund is a trust fund with money coming from employee and employer contributions and state contributions and apportionment. It's invested to create income to supplement existing assets.

STRS membership is mandatory for full-time community college faculty. Recently STRS implemented the Cash Balance Plan for part-time faculty, but this column only covers the *defined benefits* retirement plan for full-time faculty, referred to as STRS DB Plan. (Italicized terms are defined at the end of this column.) Credit accrues to your retirement account according to contributions — currently 8 percent of pre-tax dollars from every paycheck during the academic year. Although, under STRS DB plan, benefits are defined up front and are not based on contribution accumulation. You are "vested" with the right to a lifetime retirement allowance when you have accumulated five years of *creditable service* in the STRS DB Plan.

You receive an annual statement that summarizes your status with the fund and lists your years of creditable service, the total contributions to your account, and interest earned on those contributions. **Your faculty summer income, if any, is not included in the calculation of your yearly earnings** for your retirement plan, nor are deductions made from your earnings toward your retirement. This is significant, since it is the average of the highest three years of earnings, your *creditable compensation*, which forms the base for calculating your retirement benefit.

Only those hired prior to July 1, 1980 may also accrue *unused sick leave credited service*.

The maximum monthly *unmodified retirement payment* is equal to the years of credited service, times an age factor (a percentage based on your age; the maximum is 2 percent, achieved at age 60), times the monthly average of the highest three years of earnings. In addition, the retirement plan is *COLA indexed* so that each year there is a 2 percent Cost-of-Living-Adjustment made to th initial allowance. And, from time to time, the Legislature grants increases to supplement the 2 percent COLA — since the cost of living often exceeds this 2 percent guarantee, and the purchasing power for retirement recipients thus falls below current economic levels. In addition, supplemental one-year adjustments are made from other sources to keep the purchasing power at about 75 percent Since 1989 the purchasing power has not fallen below 68.2 percent for any recipient.

Of course, you will need to examine all the retirement option available to determine which is best for you. If you choose continued survivor benefits, for example, your monthly allowance will be less than the maximum, but it will continue for the lifetime o your beneficiary. There are seven options (including the unmodified example briefly explained above.) Be sure you evaluate your choice before you retire, since your option is essentially irrevocable upon retirement.

Already I can see several ways to improve the STRS retiremen plan for faculty:

(1) Include all college district earnings in the calculation of creditable compensation for determining monthly retirement benefits. That is, make the base full annual earnings (PERS does thi for managers), and provide for retirement contributions to be collected from this compensation.

(2) Extend the unused sick leave option to ALL faculty

(3) Increase the age factor figure to improve retirement benefits for all

(4) Guarantee full purchasing power for all retirees by increasing the COLA index to reflect actual COLA figures

Any other ideas you might have? Which alternatives should FACCC pursue on your behalf? Let us know your preference by e-mailing us at <writefaccc@aol.com>, or writing to FACCC at 926 J Street, Sacramento, CA 95814, or faxing (916) 447-0726. At the FACCC annual conference, Feb. 26-28, STRS will be a major discussion topic, so come and participate. Take an active role in shaping the terms of your future.

Deborah Sweitzer is chair of the Applied Technology department at Santa Rosa Junior College and serves on the FACCC Board of Governors.

Glossary of STRS Terms

creditable service or, credited service — number of full-time equivalent academic years you have been performing faculty duties in the CCC system.

defined benefits — benefits are specified by the plan and are not based on the accumulated contributions in a member's account.

creditable compensation — salary and other remuneration paid by an employer to a member for creditable service.

unused sick leave credited service — number of unused sick leave days divided by the days in the academic year = service credit for unused sick leave.

unmodified retirement payment — maximum monthly benefit, available only without provisions for the beneficiary.

COLA indexed — annual adjustments made to the initial monthly benefit, currently set at 2 percent of initial benefit.

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To err is human, but to really foul things
up requires a computer.
— Murphy's Law on Technology

The great difficulty in education is to
get experience out of ideas.
— G. Santanaya

Who would ever think so much went on
in the soul of a young girl?
—Anne Frank

It is amazing what we learn from those who
apparently have nothing to teach.
— Zig Ziglar

My mind is going…I can feel it.
— H.A.L. 9000, "2001: A Space Odyssey"

Humankind cannot bear very much reality.
— T.S. Eliot

Thank God men cannot as yet fly and lay waste
the sky as well as the earth!
— Henry David Thoreau

Any sufficiently advanced technology is
indistinguishable from magic.
— Arthur C. Clarke

A minute's success pays the failure of years.
— Robert Browning

Politicians talk themselves red, white
and blue in the face.
— Clare Booth Luce

It wasn't until late in life that I discovered
how easy it is to say 'I don't know.'
— W. Somerset Maugham

Common sense is genius dressed up
in its working clothes.
— Ralph Waldo Emerson

Jump into the middle of things, get your hands dirty, fall flat on
your face, and then reach for the stars.
— Joan L. Curcio

The real problem is not whether machines think
but whether men do.
— B.F. Skinner

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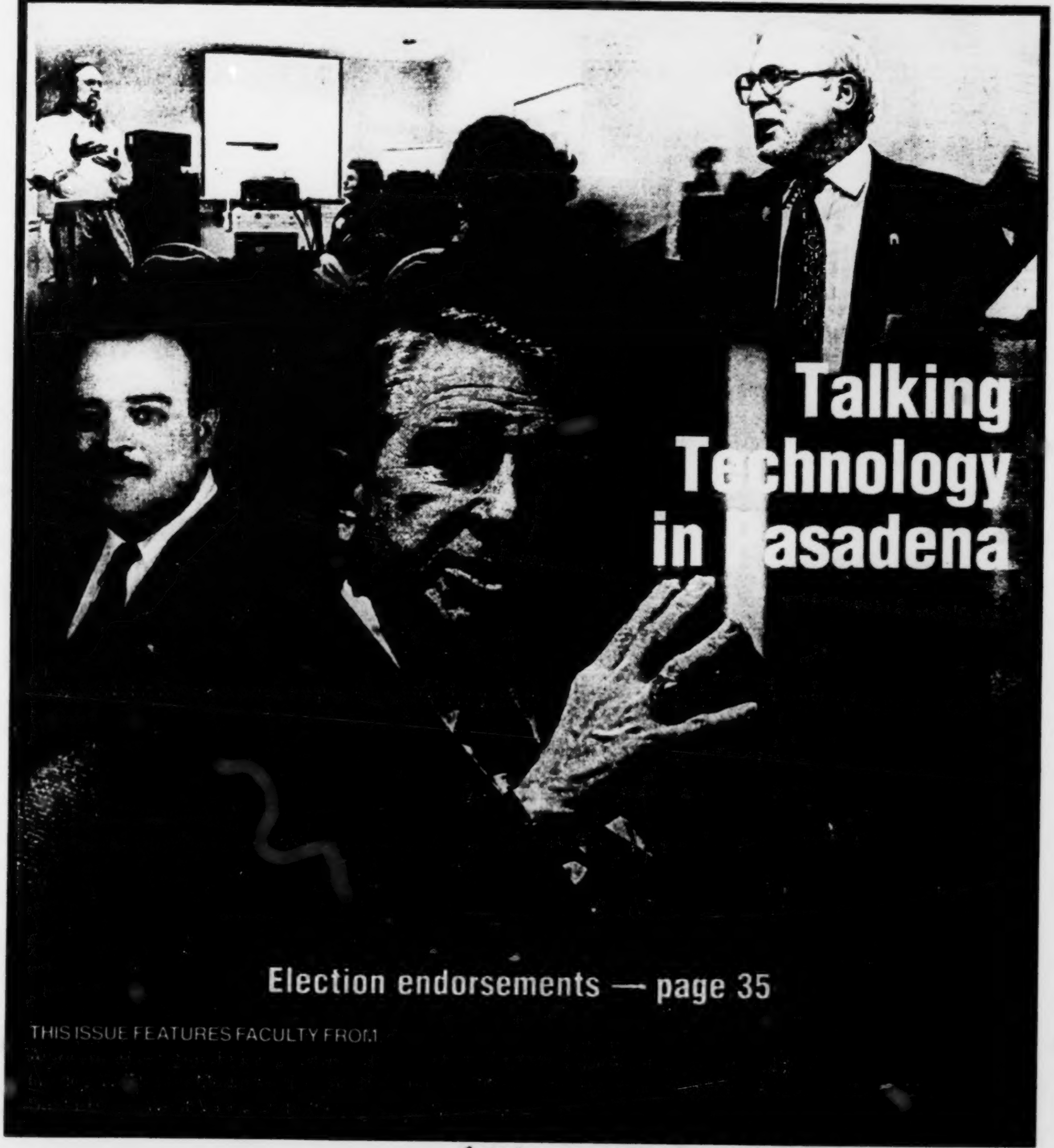
Volume 4 Number 4
May 1998



Talking Technology in Pasadena

Election endorsements — page 35

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Inside

FACCC Conference Highlights

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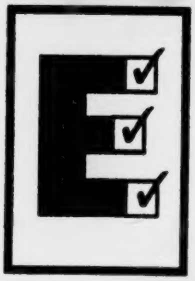
Gubernatorial candidates Al Checchi and Gray Davis told faculty what they'd do for education if elected governor. And faculty leaders shared their insights on how to handle the reality of using computers and technology to help students learn.



Election Preview

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FACCC makes recommendations on which propositions and candidates to vote for in the June and November elections. State Senator John Vasconcellos has said faculty's lives depend on this year's elections. Take charge of your future by campaigning for FACCC-endorsed candidates.

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WHAT'S NEW / WHAT'S NOT

On the cover: Clockwise from top left, MiraCosta's David Megill and DeAnza's John Swensson lead sessions at the FACCC conference; Assemblymembers Jack Scott and Cruz Bustamante were two of many political leaders who spoke with faculty members in Pasadena. Photos by Katherine Martinez

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Letters

Strong Reaction to Hittelman Opinion

I have just read Martin Hittelman's opinion piece on "Why Distance Education Is Not Inevitable for the Colleges." (February 1998 *FACCCTS*). I am always saddened by educators who discount new ideas based on old thinking who have not had experience with the applicability and uses of the new concepts.

I have worked with distance education for more than 10 years and created an entire curriculum that has doubled enrollment in just one year. I have also worked at a community college for 24 years and understand our students very well. Agreed, distance education is not for every student. It works for a self-motivated, mature student. We all learn differently. To discount an idea because it is not for the masses or for the author personally is a backward-thinking opinion, not a futuristic look at possibilities.

Judith Eberhardt
Dean, Counseling, Guidance and Career Development
Palomar College
via e-mail

Weekly E-mail Report A Hit

A word of thanks for the FACCC Weekly E-mail Report that is forwarded to me. I am a classified employee and would very much like you to know that I appreciate the time and effort it takes to research and to write the weekly report. The "updates" and timely information are of considerable assistance to me as I make decisions regarding voting, letter writing and other important issues and decisions that will affect the future of California and, in particular, our community colleges.

Johnene Weaver
Glendale Community College
via e-mail

FACCC members may subscribe to executive director Patrick McCallum's FACCC Weekly E-mail Report by sending a message to writefaccc@aol.com with the subject line "Subscribe Weekly E-mail." Please include your name and college in the message body. — Editor

FACCCTS *welcomes letters via mail (926 J Street, Suite 211, Sacramento, CA 95814), fax (916) 447-0726, or e-mail* writefaccc@aol.com. *Please sign your letter and keep it under 250 words. Don't forget to include your name and daytime phone number for verification.* FACCCTS *reserves the right to edit letters for length, clarity and style.*

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A Matter of FACCC

The Future Lies In Faculty Members' Hands

LESLIE SMITH

As I finish my second term as your president, I want to tell you what a pleasure it has been to work for the faculty of the California Community Colleges. We are heading into an important election year and it's important for all faculty members to work toward the same end.

The Council of Faculty Organizations was established for exactly that purpose. The presidents of the five statewide faculty groups meet once a month to discuss system issues, as well as issues of particular interest to faculty. This year COFO made getting more full-time faculty jobs its top priority. Consistent with that commitment, it once again sponsored two part-time faculty workshops. In addition, all faculty groups were planning to rally together for the first time at noon May 4 on the Capitol's north steps in support of creating more full-time faculty positions.

The five faculty organizations and their presidents are the Academic Senate, Bill Scroggins; Community College Association (CTA), Debra Landre; Community College Council (CFT), Tom Tyner; California Community College Independents, Deborah Sweitzer; and FACCC. I thank all my colleagues for creating a collaborative environment in which faculty, student and community college interests were the top priority for all groups.

I can't emphasize enough how important collaboration is in the current environment of change. In the Consultation process we are facing an Education Code rewrite, which has the potential to change the very face of community colleges and their governance structures. An accountability funding model, the "Partnership for Excellence" may be implemented and could end up not as statewide goals, but as district-specific performance-based funding. At the same time, the amount of class time taught by full-time faculty has dropped in the last 10 years while the number of part-time faculty continues to grow.

Welfare reform and economic development continue to change the way community colleges do business, as curricular autonomy is replaced by collaborative partnerships. The California Virtual University is only one policy action that is encouraging us to challenge and change the way we view the learning environment. We can view any of the above activities as either threats or opportunities. The only way we can ensure that they turn into opportunities is for all of us to get involved in determining the community colleges' future.

We will elect a new governor in November, as well as 80 assembly members and 20 senators. The Legislature ultimately governs the community colleges, so I can't emphasize enough the importance of this election. We face an initiative, Proposition 226, with enormous impact on the way we do business. Prop 226 would require that employee rights groups gather permission *annually* from all members before they can spend money on political activites. The permission form must be developed by a governor-appointed statewide committee and no work can begin until after July 1 when the committee is in place. Therefore, faculty's collective voice may hardly be heard in the November election unless we can develop effective grassroots organizing campaigns. *(See page 35 for candidates to help.)*

If all faculty members work together, we can make the community colleges all they should be for our students and our state.

Leslie Smith teaches ESL at City College of San Francisco and is president of FACCC.

FACCC Would like to Hear From You

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View From The Front

Faculty's Lives Depend On This Election

PATRICK McCALLUM

This is it. Show time. The 1998 June and November elections will have more impact on the community colleges than any others in recent memory.

State Senator John Vasconcellos has called them the most important elections of the century: "Your lives depend on it." We'll have a new governor, and a host of issues to face: term limits are continuing to drive our friends out of the state Legislature, reapportionment will redraw districts and we're not sure if it will be to education's advantage, and **Proposition 226 — the anti-employee initiative — threatens our association's ability to advocate for faculty interests** *(see page 35 for more details).*

FACCC's concern is how to fund the estimated 330,000 to half-million new students of Tidal Wave II we are expecting to absorb within the next ten years; how to attract the 15,000 to 20,000 new full-time faculty needed; how to increase the dismal funding of the California Community Colleges, which is the lowest tax payer-supported system in the country; how to improve an inadequate retirement system; and how to protect the gains we made in the 1980s for collective bargaining, shared governance, tenure and affirmative action.

At press time, the FACCC Board of Governors had not yet endorsed a gubernatorial candidate. But the two candidates interviewed so far seem genuinely willing to help community colleges. What a difference compared to the last 16 years of conservative administrations that have vetoed FACCC bills on the Prop 98 split, full-time faculty positions and bills trying to get the same guaranteed amount of property tax funding that K-12 receives.

The problem is most faculty members ignore the political aspects of the community colleges. Faculty members are uncomfortable with politics. "That's why we pay FACCC our dues, to take care of all that for us." Our membership campaign asks "What's Sacramento Got To Do With It?" The answer is, everything. From our campuses and offices, to requirements for faculty positions, strong due process, student fees, what classes we can teach and how long we have to teach them.

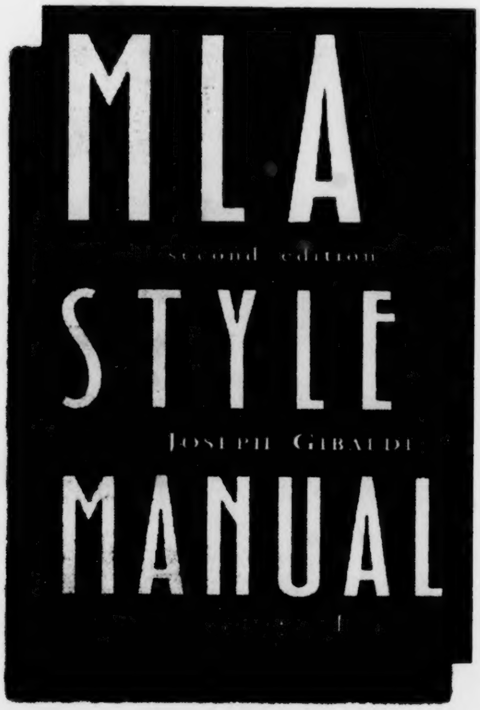
If we ignore politics, then we're basically telling legislators, "Go ahead and make all the decisions for us. We trust you." **Don't be silent. Legislators need to hear — frequently — what issues are important to you.** They don't know who you are and what you need unless you tell them. Develop relationships by writing or calling them and their staff members.

Of all the June ballot issues, the most deadly proposal to associations like FACCC is Prop 226. This proposition would severely restrict FACCC and other employee groups' ability to raise money for political campaigns, elections and initiatives. (Basically, Prop 226 would require us to ask permission *every year* from members who contribute to our Political Action Committee, making it much more difficult to collect PAC money.) The initiative's sponsors are led by Washington, D.C.-based Americans For Tax Reform, which is shepherding the national anti-employee movement and has contributed $441,000 to the Prop 226 campaign. The organization supports vouchers, eliminating tenure and tax cuts. Remember, community colleges lose six cents for every dollar of a tax cut.

So what can you do?

- Help us inform other faculty members and students of Prop 226's dangers.
- Work on a local primary campaign for a FACCC-endorsed candidate. *(see page 35)*
- Contribute to the FACCC Political Action Committee to help elect community college friends. If Prop 226 passes, we may have to spend all our PAC money by June 30.
- Get ready to be very active in campaigns for the November general election.
- Recruit a new FACCC member to increase faculty's collective clout in Sacramento and Washington, D.C.

Patrick McCallum is executive director of FACCC.



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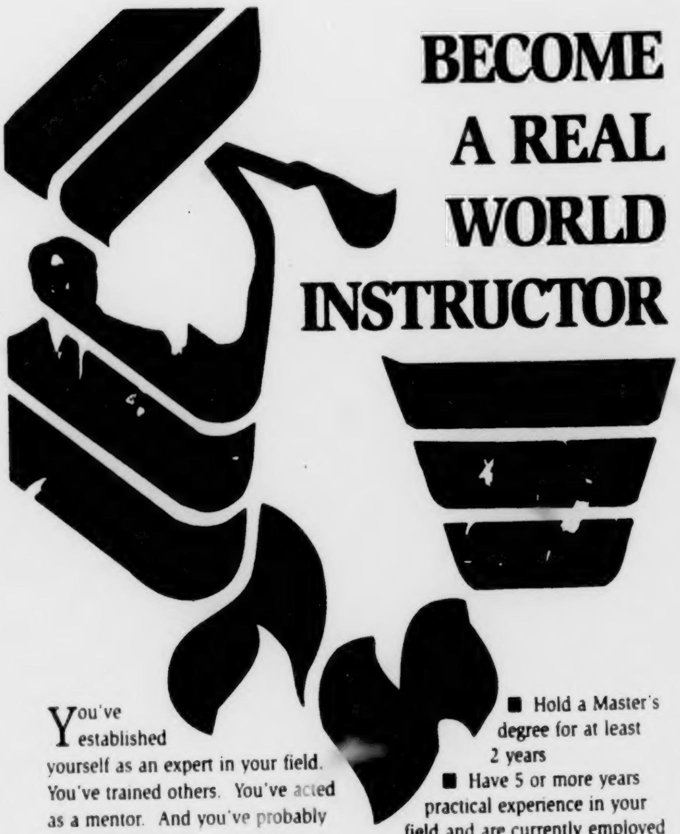

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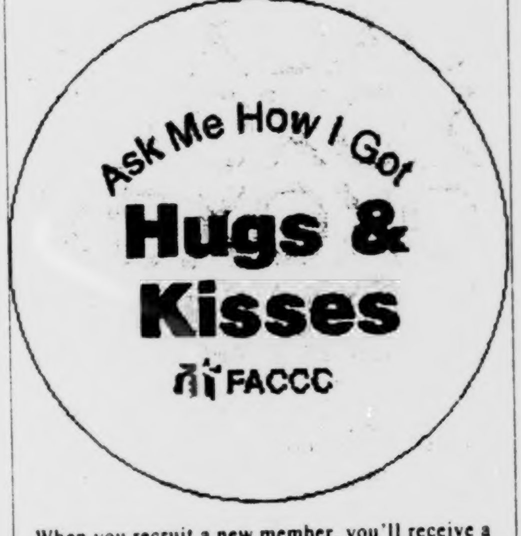


When you recruit a new member, you'll receive a thank you package that includes this button (and Hershey's Kisses). It's a great conversation starter that will help introduce your colleagues to FACCC. Contact Field Director Lyndon Thompson at (916) 447-8555 or LyndonMT@aol.com.

FastFACCCTS

FACCC Members Win Hayward

Barbara Schnelker, 1993 FACCC Member of the Year, was one of three FACCC members to receive the 1998 Hayward Award for Excellence in Education.

The awards were presented March 9 at the California Community College Board of Governors meeting in Sacramento. Four recipients were selected from more than 43,000 full-time and part-time members.

FACCC members Dave Nakaji (Los Medanos), Richard Follet (Los Angeles Pierce) and Barbara Schnelker (Palomar), along with Susan J. Smith (Cerro Coso) were nominated by the academic senates at their colleges. A panel representing the state Academic Senate chose the recipients.

Schnelker was described in a nominating letter as "one of our state's most accomplished teachers, leaders and educational innovators." She was the first faculty member to be elected chair of the accrediting commission for community and junior colleges.

Nakaji has been a physics instructor at Los Medanos for 20 years. He is a campus leader in learning and teaching strategies who excels at demystifying physics through various creative means.

Follett, a faculty member since 1984, has an empathetic style of teaching that has resulted in a high student retention rate. He considers himself a "co-investigator in language and literature" with each of his students.

Smith, director of the special services department at Cerro Coso for the past 12 years, is the creator of a special services program that integrates support services for economically and learning disadvantaged students and students with disabilities.

Each Hayward Award recipient will receive a $1,250 cash award through a grant from the Foundation for California Community Colleges, with assistance from the Academic Senate, to recognize instructional excellence in the CCC system.

For The Record

Accuracy is one of *FACCCTS'* priorities. It is *FACCCTS'* policy to promptly acknowledge errors in this standing column. Call Katherine Martinez at (916) 447-8555.

Clarification for the "The Good Life" column (February 1998 *FACCCTS*): the average of the highest three *consecutive* years of earnings forms the base for calculating faculty's retirement benefits. The column omitted "consecutive," although the three highest years are usually consecutive years.

Leaders Start At Nation's CCs

Many of the U.S.' most successful citizens have attended community colleges, and the American Association of Community Colleges took the opportunity of April Community College Month to list community college grads and interesting facts on its web site.

Walt Disney began his career at Missouri's Metropolitan Community College. Ambassador Jeanne Kirkpatrick graduated from Missouri's Stephens College, while one of the Apollo 13 astronauts, Fred Haise, earned his associate degree from Mississippi's Gulf Coast Junior College. **Hawaii's governor, Benjamin Cayetano,** earned his associate degree at **L.A. Harbor College.**

The Community College League of California has a list of more than 40 members in the current California Legislature who have been either students, instructors, administrators, trustees or foundation members in the California Community Colleges. A few examples include Sen. **James Brulte,** a **Chaffey College** graduate; Sen. **Hilda Solis,** a former **Rio Hondo** CCD trustee; Assemblymember **Cruz Bustamante,** who attended **Fresno City College,** and Assemblymember **Denise Ducheny,** a former **San Diego** CCD trustee.

Community colleges' contribution to the U.S.'s health care system and the nation's resurgence in international trade has not been highly publicized. Today, community colleges are the nation's leading source of registered nurses. In 1992, more than 65 percent of newly licensed registered nurses graduated from community colleges. Moreover, these graduates passed their licensure exams at a significantly higher rate than did graduates of bachelor's degree nursing programs.

Nearly half of U.S. undergraduates attend community colleges. Largely without fanfare, the nation's 1,100 community colleges have gone about the public's business of providing everyone who seeks the opportunity with access to the courses, the training and the services that can renew and re-skill them in the face of a rapidly changing and increasingly competitive world. In 1997 alone, community colleges provided educational opportunity to 5.5 million credit-seeking students and to about five million non-credit students.

Educational

Panel Speakers Discuss Latest

A

Many sessions at the Feb. 26-28 FACCC conference in Pasadena attempted to analyze for faculty how the rapid technology changes affect their classrooms, and what they can do so they won't get left behind.

Kicking off the conference was a panel discussion of educational leaders that tackled the broad topic "The Politics of Educational Technology." ~ Editor

California Virtual University, an on-line catalog of distance education courses for the state's accredited colleges and universities, continues to gain steam.

The project is a privately-funded endeavor with headquarters at the Chancellor's Office in Sacramento. Students will be able to visit the CVU Web site and enroll in on-line courses from the state's public and private accredited institutions. So far the site links to 65 colleges, providing 500 courses. Visitors can add themselves to e-mail lists that, for example, notify them when a college adds a new online course, or when a news article or press release on the CVU is published.

The project has $4.1 million to fund four regional centers that will provide services to 25 to 30 colleges in their areas. The centers will not employ faculty but help them by providing training. "We'll bring the experts to you," said Larry Toy of the Chancellor's Office. The CVU also plans to buy statewide licenses for software so faculty don't have to buy software individually. The university is trying to plan training for the 40,000 full-time employees who work for the state Department of Corrections (which has the most full-time faculty of any state agency).

"We're talking about 'Can you accredit the Sears catalog?' "

— Leon Baradat, on the Western Governor's University

The CVU's latest deal is with Sun Microsystems, which gives faculty 40 percent off purchases; the CVU is considering a half-dozen other partnership possibilities, Toy said. *(See page 15 for related story)*

Many factors are involved in bringing technology to a campus, Academic Senate president Bill Scroggins said. He emphasized that it doesn't consist of only "wiring" the campus; you can't just provide the infrastructure. You have to factor maintenance and training into the budget, he said.

Some of the myths in teaching with technology are that technology becomes the teacher. Not true. "Technology is a tool," Scroggins said.

Main technology issues that concern unions, said Deborah Sweitzer of California Community College Independents, are course development, faculty preparation and training, student assessment, evaluation, student contact, class size, the institution and faculty's role in intellectual property rights, dispute resolution, determining distribution, technology access, carpal tunnel syndrome, and the like.

"We as faculty members need to take responsibility for how technology is deployed in our districts," said Deborah Sweitzer of the California Community College Independents. Faculty can start by working at the local level with the academic senate, their union and the district.

The academic world is experiencing a transition.

"I suspect that if we were 200 years old and looked back," Sweitzer said, "we'd think about [distance education] as we now think of books. The first mode of distance education was books. Imagine how those people thought about sharing that knowledge. Technology provides....the democratization of knowledge that we don't know how to deal with."

Technology

Projects, Faculty Issues

Leon Baradat discussed the accrediting commission's concerns about the Western Governor's University *(see page 15 for related story).* The Western Association of Schools and Colleges, of which Baradat is vice chair, is concerned about how they are supposed to accredit a university that will offer degrees, but has no faculty and offers courses from non-accredited institutions (including businesses): "We're talking about 'Can you accredit the Sears catalog?'" Baradat said.

"One thing about these guys, they're serious," said Baradat, one of three faculty members on the committee. "...I think we should accommodate this, but make sure these things [will be of] the quality that the community colleges are noted for."

"We'll be redefining education if the Western Governor's University is anointed" with accreditation, he said.

> "You're getting in bed with greedy sharks..."
>
> —Rolland Hauser, repeating a law firm's warning to CSU on a corporate partnership

Rolland Hauser of CSU's California Faculty Association spoke about **the California Education Technology Initiative** that has made headlines because of its proposal to form a partnership and create a limited liability corporation with the California State University and high-tech corporations such as Microsoft. Even legislators were concerned: the Assembly Higher Education Committee chaired by Ted Lempert held a Jan. 6 hearing on the issue.

CETI would create another not-for-profit foundation for CSU, which already has 182, Hauser said.

The latest popular phrase concerning CETI, Hauser said, is "It would be everything from the wall on." He said he doesn't think the CSU trustees have made a strong enough case to the public: What about a bond or tax alternatives?

CSU sought the advice of a San Francisco law firm, which cautioned CSU from stepping too quickly into a deal with the high-tech corporations: The firm said "you're getting in bed with greedy sharks, and if you don't know what you're doing, you'll lose body parts," Hauser recalled.

What happens, for example, if the limited liability corporation doesn't make money, Hauser asked. Will CSU have to worry about facing a stockholder's lawsuit?

Meetings are continuing: "I wish I could tell you specific things about CETI, but I can't," Hauser said. **One of the main questions is whether funding of public education is a public responsibility.** CSU Sonoma and Cal Poly San Luis Obispo tried to get their students to vote "yes" on fee increases, he said, but the students voted "no" with the reasoning " 'You're taxing us for something the public should pay for.' "

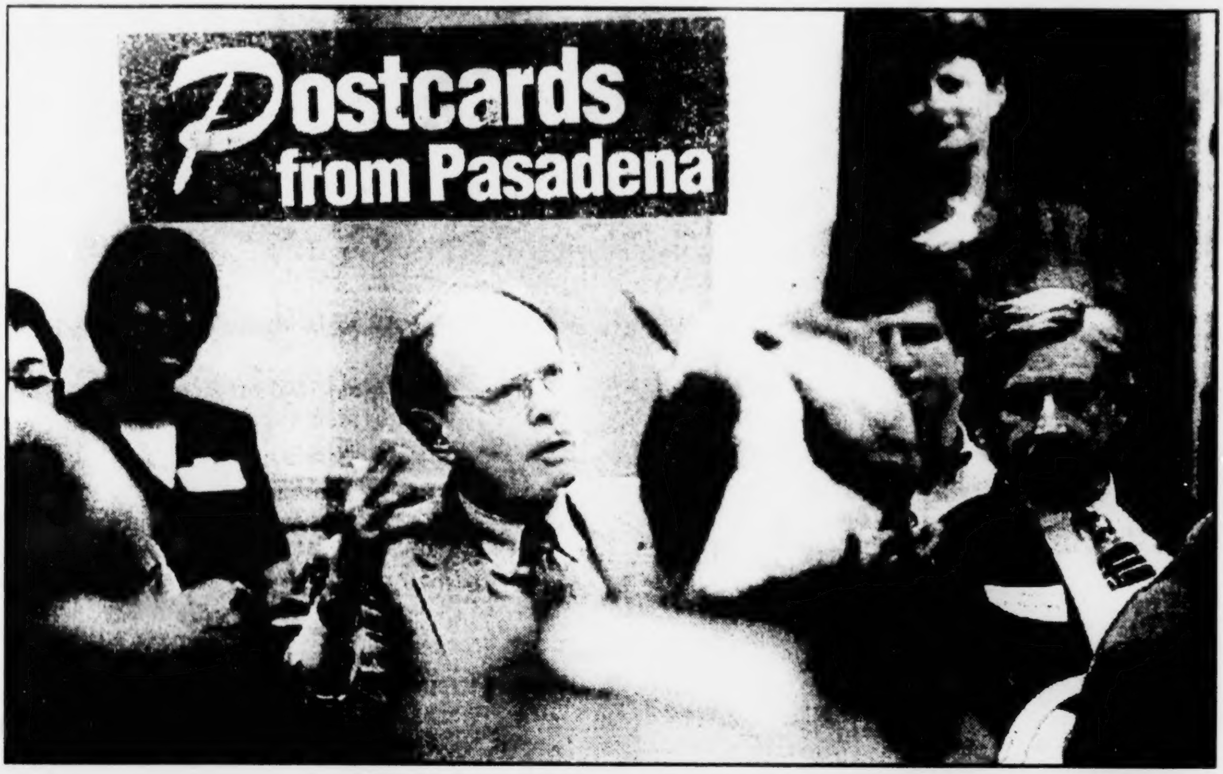
The CCC is watching the CSU situation as interested bystanders, Larry Toy said: "We frankly don't have a solution for our [$1 billion or more] infrastructure problem."

Hauser said faculty can request a question-and-answer document about CETI from the office of Assembly Higher Education Committee chair Ted Lempert, (916) 445-7632

Panel Facilitator: Evelyn "Sam" Weiss, FACCC VP
Presenters:

- Leon Baradat, Vice Chair, Western Association of Schools and Colleges (MiraCosta College)
- Rolland Hauser, CSU Chico, California Faculty Association
- Bill Scroggins, President, Academic Senate for the CCC (Chabot College)
- Deborah Sweitzer, President, CCC Independents and FACCC governor-at-large (Santa Rosa Junior College)
- Larry Toy, Director-System Advancement and Resource Development, Chancellor's Office CCC

Postcards from Pasadena



Faculty members had a chance to talk with top political and education leaders at the FACCC conference in Pasadena, Feb. 26-28, as well as have fun. Top: A faculty member makes a point during a session (see page 19 for story) Above: Glendale instructor John Queen and his daughters, Elizabeth and Corah, sample savory dishes at the Pacific Asia Museum reception. Above left: Al Checchi chats with faculty after his Friday speech. Left: James Lamb explains to faculty members how the Microdevices Laboratory at the Jet Propulsion Laboratory develops increasingly small and lightweight measurement instruments for astronauts to use in space. Photos by Katherine Martinez.

Political Leaders Visit Faculty Members

Elections '98

Gubernatorial candidate
Gray Davis—Friday, Feb. 27

Gray Davis was elected lieutenant governor in 1994 after eight years as the state controller. At the 1997 FACCC conference, he told faculty the community colleges need stability and predictability.

- Davis told faculty he wants to reverse the course of chronic underfunding of the California Community Colleges.
- As governor, he would increase CCC funding so the colleges can expand and hold the line on student fees to allow every Californian a chance at higher education: "I will veto any fee increases that rise faster than per capita income."
- He also said he would make better compensation for faculty a priority: "We must start to improve the lives of the educators that make this system work," including, he said, better benefits for part-time faculty.
- "If you're looking for an education governor," Davis said, "...that's what I intend to be."

> "To not be political is to give your power to somebody else."
> — Sen. John Vasconcellos

Senator John Vasconcellos — Sat., Feb. 28

John Vasconcellos' speech to faculty during the FACCC conference was tinged with sadness, but with a glimmer of his trademark passion. The state senator urged faculty to get involved in the 1998 elections because, he said, "your lives depend on it."

"By 2010, two-thirds of California's workforce will be people of color," he said. "We need to make the moral and the practical come together and leave nobody off the table."

Vasconcellos abandoned his candidacy for the governor's race when it became clear he wouldn't be able to raise the money required for the campaign. The Silicon Valley CEOs to whom he had written for support never bothered to reply, Vasconcellos said bitterly.

Faculty must inquire of the gubernatorial candidates what they believe about individuality, self-esteem, learning instincts, diversity and equality, he said. "To not be political is to give your power to somebody else."

Gubernatorial candidate
Al Checchi—Sat., Feb. 28

Checchi said California needs a change in thinking, from developing a society that is good at catching criminals to one whose citizens abide by laws.

"This state is a $1 trillion economy. We are a country unto ourselves. The governor must represent the state on the international level. He makes up to 2,400 appointments. Other than the president of the U.S., no other official has so much appointment power. There are 350,000 civil servants in California."

- "No one plays a more vital role...than you in the CCC system. One of the things we're sadly missing since the days of [former governor] Pat Brown is executive vision."
- "A student with an AA degree makes 130 percent more than a person with no community college degree. That's a great return on your $3,500" [that the state spends per community college student per year].
- "I've talked about [developing] a 21st century trade school at the high schools. You have a role in designing those programs. We have a tremendous job of worker retraining." "We have to be a society that invests in our human capital."
- Checchi said he would honor the statutory Prop 98 split, supports the property tax backfill, and a 50 percent majority vote for education bonds. On the Legislative Analyst Office report doubting the number of students in Tidal Wave II, he said "They want to restrict the number of students who go into higher education. I'll plan for 400,000 more students in the next 10 years."
- "I spent a year studying the state...We used to have leaders who asked something of us. Leaders have a responsibility to bring people together...Wilson drives wedges between people..."

For more excerpts from conference sessions and speeches, including those by new Assembly Speaker Antonio Villaraigosa and Assemblymember Jack Scott, check out http://www.faccc.org/conf98/sessions.htm. **See page 35 for FACCC candidate endorsements and recommendations on propositions.**

Conference Sessions: Using Technology

Katherine Martinez/FACCCTS

On-line Education: Local Politics and Strategies

Friday, Feb. 27

The struggle to define on-line education is forcing the definition—or at least defense—of common curricular practice. Even the first steps toward on-line courses are fraught with obstacles. Faculty members heard some strategies for overcoming these obstacles.

David Megill said his college had six course listserves last semester, and 60 this semester.

He talked about the powerful bonds that students develop via communicating in listserves for his courses, which are a mix of traditional class meetings and discussions on a listserve.

At the end of one course, he announced the list would go dark in two days, meaning it would close. For the next two days, the students wrote their good-byes to each other.

Faculty members asked Megill about the basics of using a listserve for a course.

Q: How do you know the students?

Megill said when you receive small, regular submissions from someone you come to recognize them: short, thoughtful responses are often more revealing than long research papers. He caught one student who obviously didn't write a paper because the student's language on the listserve didn't match that of a paper he submitted.

One issue that has come up is the way students communicate. Faculty must explain the rules of civil discourse at the start or face the "anarchy of a listserve."

"Don't assume people will be polite," Megill said. If it's an on-line course, post the civil discourse rules on the Web site. "We have [a description] tied to each of our pages."

Q: Do you answer all the messages?

"I tell students I won't answer everything [on the list]. I read everything." Megill said his twin brother, Don, (who also teaches at MiraCosta) found that if he talked too much on the list, students would stay silent. So Megill just "lurks" and lets the students answer each other's questions. "If the response I'm looking for isn't there, I'll bring it up in class."

A faculty member might find it helpful to share a listserve with another instructor's class. It's a place to ask questions.

Q: Grading?

Participation on the listserve is part of a student's grade. Megill saves all the messages from the listserve, transferring them to his mailbox. "I tell them I give points to people who answer a lot of questions."

Megill said he doesn't say that every instructor should use a listserve. But he personally enjoys using the technology. "I'm really excited about these dynamic tools that put students in the driver's seat," Megill said.

Megill Music Lab is at **http://data.miracosta.cc.ca.us/mml/** The password is MML.

Megill's Web site is at **www.miracosta.cc.ca.us/home/dwmegill**

Session Presenter: David Megill, MiraCosta College
FACCC Board hosts: John Smith,
Chaumonde Porterfield-Pyatt

Distance Education Workshop
Thursday, Feb. 26

Instructors shared their personal experiences teaching Internet-based courses; presenters also talked about the latest news regarding the Western Governor's University and the California Virtual University.

The California Virtual University is a Gov. Pete Wilson initiative that's a collaboration with UC, CSU, CCC and private colleges. It does not offer degrees, but rather an on-line catalog of courses for the state's accredited colleges.

- Among its advantages, Larry Toy said, are that it offers local autonomy and students don't have to physically be in the same state or country. The CVU uses no state funds now, and expects to have 10 corporations contributing development money (six or seven corporations have contributed).
- **Major issues** involve financing (public/private/foundation), technology infrastructure, face-to-face regulations, financial aid, accreditation, access for disabled, etc..
- The CVU has $4.1 million to develop four regional centers to provide teacher training.
- **Why a CVU?** To meet the needs of business and industry; Tidal Wave II; make California a worldwide leader in distributed learning; develop additional revenue streams.
- **Possibilities:** Course/program incubator, research into student success, best practices, increased access for nontraditional students-Tidal Wave II,, more student contact than traditional distance education courses, competency-based credits/funding.
- **Governor's proposed 1998-99 budget:** $6.1 million ($4.1 million for the CCC), regional curriculum development technical assistance centers, targeted staff development, faculty/staff grants, Chancellor's Office staff.
- E-mail: to subscribe to the CVU listserve send a message to **mailserv@cerritos.edu** subscribe ccc-cvu-list
- You may send questions or comments on the CVU to **Ltoy@cc1.cccco.edu**
- CVU Web page: **www.california.edu**

Leon Baradat of MiraCosta College, a former FACCC president, is on the intersegmental accrediting committee charged with studying the Western Governors' University.

The Western Governors' University provides distance learning and competence-based evaluation. Each of the 16 states involved has given the project $100,000 in seed money. The main problem, Baradat said, is how to accredit a university that has no faculty, develops no curriculum, offers no courses, develops no evaluation devices (but will instead use standardized exams) and provides education from unaccredited businesses and colleges as well as accredited colleges and universities?

"It claims to be innovative, but the essence of this thing is an electronic list of courses," Baradat said. The real kicker is that the first degrees the WGU will offer are associate degrees.

"My personal reading," Baradat said, "is, think about the power behind this. They were going to completely bypass accreditation, then someone told them 'Get real. If you're not accredited you won't have students.' "

Many questions remain unanswered. Will students have to pay for testing? For counselors?

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Katherine Martinez/FACCCTS

John Swensson showed faculty members a video and Web site to demonstrate how students have adapted to on-line classes.

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"People wonder if this is an educational institution or a marketing device," Baradat said.

Beth Burruss of DeAnza College is vice president of the Consortium of Distance Learning. DeAnza's Distance Learning Center offers 70 courses: telecourses, live teleclasses, on-line courses and mixed media courses — all developed by DeAnza instructors. She argued against the points made by Martin Hittelman in the February 1998 *FACCCTS* about why distance education is not inevitable for the community colleges.

- High cost: "Yes, [distance education is] expensive, but building new buildings is also expensive...what's really expensive is an uneducated population."
- Student lack of motivation: "Why haven't they developed those attributes [self-motivated, disciplined]? It's probably our job to help teach them those attributes."
- Less desirable mode: "Now that I've taken Web courses [at UC Irvine] I'm not so sure I'd like to take on-campus classes. One student said she liked it because she didn't have to be in a class with 18- and 19-year-olds chewing gum. She could be with other students who are serious" about their studies.

John Swensson of DeAnza College is a retired Army officer, has experience marketing on the Internet, co-wrote and co-produced the movie *Firebirds* starring Nicholas Cage and Tommy Lee Jones, and is a former Academic Senate president. He teaches English composition and film and literature of Vietnam as live-interactive telecourses and English composition on-line over the Web.

- "Our distance learning enrollment is increasing...It could increase even more if we had more faculty."
- Recommends reading *Wired* and *Yahoo Internet Life* to stay on top of the latest technology news.
- Swensson said a student in one of his cyber classes is a part-time ESL faculty member in Texas, and that it's great to have another faculty member in the forum.
- "The quality of communication is a lot stronger in e-mail," Swensson said. Also, e-mail tends to place everyone on equal ground. Communication is colorblind. He asked one student tutor if the other student knew the tutor is physically disabled: "Did Sally know you're quadriplegic?" "No, I never told her and she never asked."
- Cyber tutors: Swensson talked about a writer whose book he was using in one of his classes. The author did a Web search of his own name, found Swensson's class site, and began communicating with the students. He told Swensson, "Your students can e-mail me anytime."

See page 34 for a summary of the FACCC conference "System Issues" workshop.

Rolland Hauser, of CSU Chico and the California Faculty Association, said CSU did a market survey of how many students would pay for distance learning classes. "Forty thousand students in CSU said they'd enroll now in a cyber course. They're already enrolled in CSU, taking night courses. They'd rather do it at home."

- Hauser discussed intellectual property issues; he said the copyright law has a distance learning section. "Faculty are on the radar screen as the biggest copyright infringers." The Web is a publishing mechanism, he said. "Faculty don't understand...once it gets loose, it's available to everyone in the world." One recent, prominent case in Nebraska involves a student who sued her professor for copyright infringement for publishing her essay on his Web site without her permission.
- Authors have responsibilities: "If you know someone is copying your information, and you don't respond within a year or two, then you give up your copyright," Hauser said, "after it's been reasonably disseminated in public format." He also warned faculty, "Never sign away your rights to make derivative works."
- Hauser distributed a CSU-SUNY-CUNY booklet "Fair Use of Copyrighted Works: A Crucial Element in Educating America" that outlines main issues and lists information resources. To request a booklet, contact bonnie@calstate.edu

Session Facilitator: Ricardo Almeraz, FACCC Governor-at-Large (Allan Hancock College).
FACCC Board hosts: John Queen, John McDowell

Presenters:

- Leon Baradat, Vice Chair, Western Association of Schools and Colleges (accrediting commission)
- Beth Grobman Burruss, Distance Learning, Coordinator-DeAnza College
- John K. Swensson, DeAnza College
- Larry Toy, Director of System Advancement and Resource Development, Chancellor's Office
- Rolland Hauser, CSU Chico, California Faculty Association

FACCC Awards

Building Bridges

Lee Haggerty, 1998 Faculty Member of the Year, was attending UCLA's law school in 1981 when he was tapped to fill a one-year position at Los Angeles Southwestern College.

The vice president of instruction was taking a sabbatical and asked Haggerty to teach history and political science.

"I found I was more enamored of teaching than I was of studying law," said Haggerty, who had attended the college. "Seeing the students doing well, you see that light in their eyes. I was just in a position to make a difference and help others."

At Saddleback College for 15 of the 17 years he's been teaching, Haggerty is involved in many professional activities, including serving as vice president of the state Academic Senate and as its liaison to the FACCC Board of Governors for the past three years.

"We're impacted so much by the Legislature, and FACCC has a very prominent role in interaction with the Legislature."

Please see Haggerty, next page

Political Activism: A Way of Life

Thelma Epstein strongly believes in the importance of political activism: she lives it.

Epstein, 1998 Local FACCC Advocate of the Year, has been a FACCC member for 20 years.

"To me, being a local advocate is trying to encourage all faculty when they first join the system to be active on their own campuses and hopefully active in FACCC and the Academic Senate," Epstein said. **"I just think no faculty member can afford to be provincial and say 'let someone else do it.' "**

After earning master's degrees in U.S. History and Special Education/Learning Disabilities, Epstein began her career at a high school, teaching all subjects to students with learning disabilities, working in adult education and also helping students prepare for the GED. At DeAnza, she started in Older Adult Services, which served 3,500 students in a five-city area, then moved into history.

Please see Epstein, next page

The Professional

Chris Storer has definite ideas about professionalism.

"It's a professional responsibility of faculty to be involved with the state governance process because [legislators] ultimately shape the ability of us to carry out our professional obligations as teachers," Storer told *FACCCTS*. "So FACCC is our voice in that process, and consequently we have to become a part of it. If we aren't, we're not being professional."

Storer, FACCC's 1998 Adjunct Faculty Member of the Year, has taught philosophy since 1968. He joined FACCC shortly after he began teaching at DeAnza College in 1988, encouraged by his peers and inspired by the chancellor's convocation speech about education and governance, and how everyone must increase responsibility down the line.

Storer began his teaching career after earning a master's degree from University of Florida, Gainsville. Florida's community college system was developing at the time with the intent to make it available to all citizens for lifelong learning. Storer began teaching at Sante Fe Community College in Gainsville during its second year of operation.

"I was very much committed to the notion of the democratization of higher ed," he said.

Once at DeAnza (he has also taught at College of San Mateo), Storer quickly involved himself in professional activities by convincing the local academic senate to accept part-timers as members. Storer also became involved in three of the Foothill-DeAnza task forces tackling quality-quantity issues, one of which was on part-time issues.

Storer's other professional activities have included serving as a representative to the executive council of the Foothill-DeAnza Faculty Association, the education policies committee for the state Academic Senate, and the local

Please see Storer, next page

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Haggerty

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The award "represents a culmination of my efforts to be a part of collaborative effort of different faculty organizations," Haggerty said. "Recognition from my colleagues that they appreciate the time I put into it."

"The Legislature is micromanaging colleges, and the Academic Senate has the restriction of not being a political body," he said. "For FACCC, it's part of the mission statement (to be politically active).

"As a political scientist, FACCC gives me experience on practical level. It's actually a two-way street. I can take information to the legislative arena from my classroom, and from the legislative arena information to my classroom. It's a very good, symbiotic type of relationship."

Haggerty plans to run for re-election as vice president of the Academic Senate. Then he'll seriously consider whether to run for president, or go back into classroom, or run for public office in the Assembly, state Senate or Congress.

Legislators Honored

FACCC Legislator of the Year
Cruz Bustamante (D-Fresno)

Bustamante helped community college faculty by working with FACCC on state budget negotiations and trying to fund more full-time faculty positions.

FACCC First-Term Legislator of the Year
Jack Scott (D-Altadena)

Scott carried FACCC co-sponsored AB 226 in 1997 that would have increased the CCC Prop 98 share.

FACCC Special Award
James Brulte (R-Rancho Cucamonga)

Brulte assisted FACCC in gaining Republican support for increasing the Prop 98 share and offering incentives for part-timer health benefits and office hours.

FACCC Special Award
Jim Cunneen (R-Cupertino)

Cunneen authored FACCC-sponsored AB 301 last year to provide $2 million for district incentives to pay part-timers a weekly office hour. It is now law.

Epstein

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Soon after she started working at DeAnza on Feb. 7, 1978, "FACCC members told me that the senate meets certain needs, **but we need a political organization to interface with legislators, that there's a political aspect to our future," she said.**

Foothill-DeAnza Community College District and the local independent union (FHDA Faculty Association) have traditionally been major FACCC supporters. So joining FACCC was natural.

Epstein served on the FACCC board for at least eight years and was treasurer for five years, ending her final term last year. Her other activities are too numerous to list here, but they have included serving many roles on different campus committees, and serving as Bay Area Faculty Association president for about five years and a member for more than 10 years.

"Yes, you've got to be the best teacher you can be," Epstein said, "yes you must meet the needs of all your students, **but there's another aspect to being a professional educator. You need to be represented statewide and take an active role in both FACCC and the Academic Senate and if you don't, you're not completing the role for which you were selected by your district."**

Storer

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academic senate division representative, a position he gave up last year to encourage others to get involved.

He's also one of a core group of faculty who helped form the FACCC Board of Governors' part-time faculty committee.

"We have big plans," Storer said, "and reasonably strong hopes of the likelihood of success in moving things ahead for part-time faculty issues throughout the state."

Receiving the FACCC award, he said, "means more than anything that I've been successful, that I've not been wasting my time all these years. It's a confirmation. That feels great."

Do you have an innovative program that uses technology to enhance your students' learning? Tell you colleagues about it in *FACCCTS*. Contact Katherine Martinez at (916) 447-8555 or writefaccc@aol.com

The Seven Myths of Ed Technology*

*Or, If You Want to Know How to Use Technology in Teaching, Ask a Teacher!

Frankly, I'm getting tired of every non-educational (read business, political) organization telling us how to use technology and citing technology as the savior of education. Yes, technology is a valuable tool, but it must be used appropriately, coupled with other needed education tools, and provided by a trained, supported, empowered faculty. Here are some of the myths others are propagating and how we should respond.

Access

Myth #1: Expansion of technology and distance education will allow us to meet the needs of Tidal Wave II students.

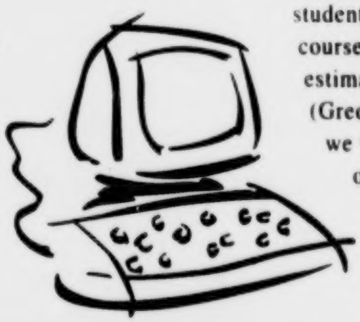
The fact is that not everyone benefits from distance education. Those who succeed in learning via distance have a typical profile: "Over 26 years of age, highly motivated, goal-oriented, and unable to attend the traditional classroom setting" (Locke, 1993).

Furthermore, consideration of the total cost will limit technology's applicability. Those who promote technology as a cost-saving device usually do not include the full costs such as "realistically amortized capital investments and development expenses, plus reasonable estimates for faculty and support staff time" (Green and Gilbert, 1998).

> Those who promote technology as a cost-saving device usually do not include the full costs...

To assure access while advancing technology mediated instruction, faculty must work to (1) reduce cost of access to equipment, (2) expand access to geographically isolated populations, (3) expand access to socioeconomically isolated populations, and (4) assure that equivalent courses are available in classroom mode.

by Bill Scroggins, Chabot College



Cost

Myth #2 Technology will reduce costs of education compared to classroom-based instruction. Myth #3 Expansion of distance education will be offset by reduction in need for new facilities.

Actually, even the most aggressive forecasts project at most 20 percent of enrollment via distance education. Latest data show 13 percent of the national higher education student population have taken a distance education course. About 8 percent of total enrollments are estimated to be in distance education courses (Greene, 1997). Even if we do expand technology, we will hardly feel the impact because technology needs are so great. The backlog of facility projects to meet current need in the California Community Colleges is $5 billion, with the most optimistic predictions of capital bond support being $250 million per year.

Current cost projections do not fully account for curriculum development, training, support, maintenance and replacement costs. The role of faculty who are assisting in developing state and local budget priorities for technology must be to (1) keep student fees low to promote access, (2) seek full funding for technology projects: support, maintenance, replacement and especially training and development, and (3) promote a balance of spending on technology and facilities.

Development of Technology Applications

Myth #4: Buying technology and installing infrastructure equals providing technology for education. Myth #5: New applications of technology in the curriculum will continue to be developed by zealous and committed faculty.

In fact, faculty development funds for technology have been conspicuously absent until this year (in the form of $4 million in the Telecommunications and Technology Infrastructure Project).

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To integrate technology into the institution, all faculty members must have access to that technology, be fairly compensated for their developmental work, and have their products' rights protected. Faculty must continue to advocate to: (1) assure that the $4 million TTIP money is used to meet faculty-identified needs, (2) take the lead in creating training and development mechanisms, (3) collectively bargain policies for compensation for developing technology applications, compensation for teaching distance education courses, intellectual property rights, electronic copyright and technology use agreements.

Focus on Learning

Myth #6: Computers will revolutionize instruction. Myth #7: Productivity gains are greater in technology-mediated instruction compared to traditional classroom-based instruction.

Real gains will not happen unless faculty fit the technology to the method of teaching and learning. Instructor-student contact must be effective and appropriate (Matthews, 1997). Pedagogical use of technology should reflect its strengths such as reinforcement of objective tasks (Kulik, 1991), facilitation of multiple draft revisions (Ehrmann, 1998), and active engagement in real world exercises which connect to the student and build mastery, process, and understanding (Kozma, 1994).

We must resist false comparisons of technology-based to traditional instruction. As Ehrmann says, "Postsecondary learning is not usually so well-structured, uniform, or stable that one can compare an innovation against 'traditional' processes without specifying in explicit detail just what those processes are. And specifying in detail what 'traditional' means (what materials, what methods, what motives) limits a study to a very small and temporary universe."

What can we do? (1) Recognize the pedagogically different uses of technology that are appropriate to different types of technology mediated instruction (telecourses, video conferencing, Internet, hybrid, and others). (2) When using non-interactive methods, select courses that are primarily based on objective tasks that benefit from incremental revisions. (3) When integrating technology into classroom-based courses, evaluate the best ways in which teaching and learning can be transformed. (4) In all cases, maintain effective instructor-student contact and assure quality and effectiveness of instruction.

Bill Scroggins is president of the Academic Senate for California Community Colleges and a Chabot College chemistry instructor. He presented this paper during a FACCC conference session.

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McFarLAND

The Wretched of the Elite

by John McFarland, Sierra College

No one imagines his life to be easy. Those pushed to the bottom of a social system can speak credibly of their lots, but the sense of travail is not confined to the powerless. Threnodies sung by the rich and powerful, especially when focused on the uncelebrated labors of leadership, can register outrage as angrily as the more convincingly oppressed.

We may tweek ever so slightly a phrase from Franz Fanon and refer to The Wretched of the Elite. Theirs is the distress of those who occupy the summit yet find that their perquisites are either tangled up by convention or purloined by a lesser creature. "There is a sort of success," the painter Degas once observed, "that is indistinguishable from panic."

On the testimony of two new tracts on higher education, both written by emeritus university presidents, we might presume that the source of their doyenical panic was their faculty.

David Kennedy, who famously headed Stanford, and George Dennis O'Brien, with more modest tenures at Bucknell and Rochester, agree on the need to tame the professorate. Few will be surprised that both devalue research and insist (in Kennedy's words) that "the primary mission is educating students." Virginia Woolf dubbed such safe views "straight highways of routine opinion," not to invalidate them entirely but to identify them as simplistic. When Kennedy stood at Stanford's helm, hiring, tenuring and promoting were based far more on publications than on teaching, his utterances after the fact notwithstanding. Still, alumni are less likely to pop for research than for teaching and siding with benefactors is harmless cant.

> ...we might presume that the source of their doyenical panic was their faculty.

Books Reviewed:

D. Kennedy, ***Academic Duty*** **(Harvard University Press)**

G.D. O'Brien, ***All the Essential Half-Truths About Higher Education*** **(University of Chicago Press)**

Behind the rhetoric, however, lies a perception of "teacher scholars" as unruly and unreliable. Hence, Kennedy's title, *Academic Duty*, with its suggestion that rights have a secondary significance for professors.

Uncomfortable though the notion is, the topic of duties is certainly where discussion of any profession should begin. It was proposed in these pages last year, for instance, that academic freedom properly guards only the teaching of what is accepted within one's discipline. From this perspective, denying the Holocaust, offering Creationism as a scientific explanation or the *Bell Curve* as legitimation of white supremacy may be protected by the First Amendment but cannot be defended as exercises in academic freedom. The latter, then, derives from a duty to a discipline rather than from a civil liberty.

But the knowledgeable reader might question Kennedy's self-nomination as delineator of anyone else's duties. Wasn't he the president forced into retirement under thunderheads of accusations? Had not Stanford been found bloating the "administrative costs" of federal research by charging off sultanic jaunts on a university yacht and $10,000 *soirees* held for visiting academic glitterati?

Kennedy may well have written his book to clear himself of these charges and, largely, he succeeds. No parties of any lavishness were hosted at government expense. The yacht, an alumnus bequest, had bobbed in a slip miles from the campus, unsullied by sybaritic use. The stories to the contrary were ginned up by a federal audit Nazi who provisioned a gullible press with racy, albeit unfounded, leaks. When a final report exonerated Stanford, the press which had dined so sensationally on the charges, placed the less riveting discovery of university innocence on the back pages.

Sadly, the liveliest parts of *Academic Duty* are those recruited for the author's self-defense. Elsewhere, his academic cool sedates whole chapters, performing like the pleasant hum of an air conditioner.

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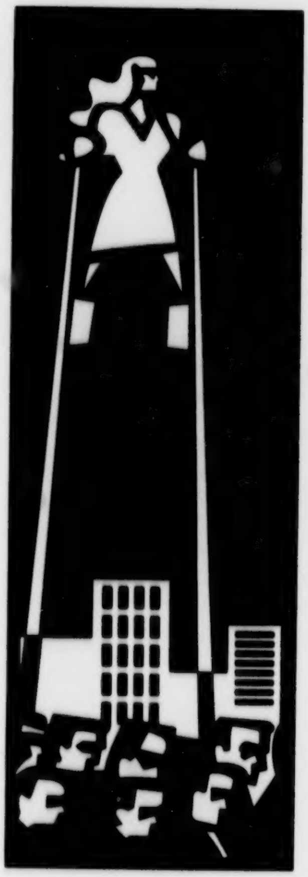
O'Brien's book, on the other hand, careens from one pother to another, finding no higher ed topic undeserving of indignant treatment. This quarrelsomeness may stem from a literalness that controls much of his thinking. His title announces that most beliefs about higher ed are "half truths,"and O'Brien treats them as cavities needing to be filled. This literalness forecloses the possibility of irony, which, perhaps because it is oversupplied to faculty, seems to evaporate in paneled suites.



Thus, Kennedy's cadenced point that "Faculty members think of themselves not as working for the institution but rather of having responsibility for the institution" puts too fine an edge on it for O'Brien. He darkly proposes that the faculty think they alone matter, offering as emblematic an event involving Dwight Eisenhower.

In 1950 the General, newly arrived in New York to assume Columbia's presidency, greeted a delegation of professors. In his genial manner, Ike expressed pleasure at meeting his "employees." The physicist I.I. Rabi, soon to be laureated by a Nobel commission, stepped forward to crush this misperception. "The faculty are not employees of Columbia University," he corrected. "The faculty *is* Columbia University."

Rabi was, of course, utilizing a synecdoche, much as a poet might refer to ships as "sails," but the literalist O'Brien draws less kindly conclusions. He believes that professors like Rabi commonly fail to understand that universities need "plumbing." Interestingly, plumbing is itself a synecdoche, one that stands for all the behind-the-blackboards work that keeps a place like Columbia going.

But making this crashingly obvious statement about non-teaching tasks is only the beginning. He then proceeds to elevate plumbers above professors. It is not teaching that matters he announces; it is learning. Here is a stratagem that reduces instruction to, perhaps, a quarter truth.

Elsewhere O'Brien will advance original ideas, but this notion is an exhausted vein, mined out years ago by presidents seeking to deflate professorial self-regard. While the distinction between teaching and learning appears to pass for profundity among some CEOs, it bears greater resemblance to a false dichotomy. Even the pro-administration zealots who populate many education departments have been unable to prove that teaching doesn't produce learning, much less that instruction bears an auxiliary relation to "plumbing."

Were O'Brien to tether his generally feral rhetoric he might find it more accurate to say that some teaching is more effective than others. But the faculty would simply push through that opening and reoccupy the plant. Far safer to ascribe learning to activities at some great remove from instructors.

To achieve this, O'Brien tells of a time when, as a TA, he worked for the legendary "Jinx" Harbison, whose "course on the Renaissance and Reformation (Ren/Ref) was a must on the student hit parade." Only later did O'Brien come to realize that "the teacher is not the only condition of learning" (a truism known to all teachers, if not to all humans). The follow-up revelation—that the teacher "may not be the crucial condition at all"—reaches the goal of faculty demotion.

"Learning," as opposed to "teaching," occurs, he suggests, when students work together on a problem. Classrooms should be redesigned to permit study groups. The proper design is tiered rows of swivel chairs, facilitating (don't wince!) "cohorting" during class time.

Somehow O'Brien is able to convince himself that the learning which takes place during such proceedings is, at best, a distant effect of the professor who orchestrates them. But the larger problem lies with two admissions about the system's limits that leak out of O'Brien's narrative.

First, he admits that "cohorting" is designed to aid in "problem-solving;" students can swivel to confer and reach a conclusion. From this we learn that it was not orneriness that led Jinx Harbison to avoid such conferences in his class; it was that the subject matter of Ren/Ref doesn't accommodate the technique. Problem-solving is not what many content-heavy classes try to reach. One size of instruction doesn't fit all.

Secondly, O'Brien acknowledges that "cohorting" requires that students arrive prepared for each class. Small wonder that two of the three classes he offers in demonstration of the strategy's successful employment come from graduate departments, one of which is the Harvard Business School.

But O'Brien likes the technique for other, lower reasons. Cohorting best occurs, he insists (without proof and against common sense) in large classrooms. Put differently, he has chosen as a model an instructional style which, whatever its shortcomings, costs little to offer and yields high revenues. Imagine how much plumbing a CEO can fund when "learning" is confined to vast caverns of swiveling students!

Once their functions are revealed to be marginal, the need for protecting faculty disappears completely. "The public perception that tenure protects 'deadwood' is, alas, true," Kennedy assures us, and O'Brien couldn't agree more. So obvious is this, in fact, that neither author feels it requires evidence beyond its mere assertion.

"Deadwood," unfortunately, is a term richer in suggestiveness than in precision, but perhaps we can glimpse its meaning when Kennedy goes on to cite an important sociological study of academe by Edward Sils. "Teachers over 45 years of age often seem very old to students. They seem remote and sometimes too awe-inspiring." Lest Sils' contribution be thought irrelevant to the question of dead-wood, Kennedy follows it up with a lamentation about the salaries of senior faculty members.

Far more than Kennedy, O'Brien is impatient to get all this settled. He correctly ties tenure to the need to protect academic freedom but then insists that such freedom is only related to research since that was its original intent. Emerson once, on confronting literalism like this, supposed it to be "past the help of surgeon or clergy."

True, the AAUP began in 1919 defending only research but found that, by 1940, the protection of academic freedom extended logically to teaching as well. One would expect that O'Brien, who promotes the classroom as the primary professorial duty, would follow suit.

By now, the tone predicts the direction. We are hardly surprised that O'Brien dislikes multiculturalism, nor that his stated reason amazes. Mulitculturalism's purpose he suggests, is to transform students into sensitive beings, a moral mission more appropriate to the 19th century denominational colleges than the 20th century university. The former "houses of correction" were designed to train students; the latter have the more scientific goal of "teaching."[1]

Among the unexamined assumptions here is the denial of any moral goal to "secular" endeavors. Small wonder that, following his leap to so distant a nonsequitor, our author settles into a big, over-stuffed conclusion. Multiculturalism should exist, he announces, between campuses, not within them. O'Brien seems not to have realized, or not to have cared, that his smug aphorism is, exactly, the rationale once given for segregation.

O'Brien's pages are not exactly a gymnasium for the play of progressive ideas, so while Kennedy has firm control on his enthusiasm for the faculty, O'Brien sees them as bullheaded and cunning (perhaps like peasants), ignorant about the everyday activities of a University and (perhaps worst of all) insufficiently servile. He clearly thinks that Ike had it right: instructors are employees, with no more valuable a service to retail than, say, plumbers have. Only tenure prevents their reduction to an economic state proportionate to their true market value. We remember Jane Eyre's observation that "whalebone and steel" constituted her employer's heart.

In all of this n'er a word is said of administrative duties save O'Brien's suggestion that managers should stop dithering and take over. For all the lamentation about faculty salaries neither notes that no change has been more pronounced in higher ed budgets since 1945 than the 42 percent increase in administration's share of them.

We should also note that every single reform either author proposes would enhance presidential power. This unvarnished display of self-seeking hardly reinforces the claim commonly made by CEOs that they, unlike the minions that teem beneath them, see the Big Picture and thus work beyond personal interest.

The common theme, then, and the subject of the loudest choric wails in the books, is the faculty. This, we note in closing, disproves O'Brien's major argument that the instructorate really isn't very important. The faculty were, obviously, the biggest thorns in the crowns the two authors wore.

John McFarland teaches history at Sierra College and was a 1995 recipient of the Hayward Award for Excellence in Education.

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[1] We note with some glee that, while in earlier chapters O'Brien conducted a dalliance with "learning," he has returned now to the arms of "teaching," and done so without any of the usual show of shame that accompanies such infidelity.

Honda Explains Support For STRS Reform

Mike Honda

FACCCTS interviewed Assemblymember Mike Honda (D-San Jose) in his capitol office M[illegible] 23 about the FACCC/Los Angeles AFT College Guild's STRS improvement proposal.

Honda was named chair of the Public Employees, Retirement and Social Security Committee on Dec. 2, 1997. Honda is a veteran Santa Clara County supervisor and former high school teacher and principal who has listed his main priorities as government reform, education and health care. The following are highlights from the interview.

FACCCTS: Why did you decide to become chair of the PER&SS Committee?

Mike Honda: I wanted to be a member on PER&SS because I knew it was an area of interest to me and one that affects a great many people I care about. From the experiences I had last year trying to improve STRS — compounding the 2 percent Cost of Living Adjustment, having some of the STRS board members elected — I knew that by becoming chair, I would be in a much better position to see this agenda successfully implemented.

FACCCTS: What have been your disappointments and successes during your first term?

MH: During my first term I carried some bills that didn't get signed; this experience has prepared me for the next go-around. I've learned the importance of strategy and timing, and it gave us an opportunity to educate legislators and the public. It's also told me we have to get busy and elect a new governor.

FACCCTS: Why do you think STRS benefits are less than that of PERS [Public Employees Retirement System] and other states' teacher retirement systems?

MH: What I've learned is STRS had a different beginning than PERS. What I want to see happen is improve the retirement packages and health packages in ways that reflect our respect and our appreciation for the time they spend as teachers. This state and this country say they respect teachers but there's very little we do to reflect that respect. Improving benefits for teachers is another way of saying "thank you."

PERS has a different way of governance. PERS board members are elected by peers. STRS board members are governor appointed. I think if STRS were more democratic, elected leaders would be more in touch with constituents and would be more aggressive at getting benefit improvements.

FACCCTS: FACCC and the L.A. College Guild support STRS changes through a comprehensive package. Why is such an approach beneficial?

MH: We've tried addressing these issues the other way and not been very successful at it. I think the timing is right now for a comprehensive approach. We must be inclusive in our process. The goal is to make STRS the best retirement system in the country.

FACCCTS: How do we convince the governor and policymakers to support the proposal?

MH: You get what you pay for. If we want the best teaching staff, we should have a retirement package that makes it worthwhile for them to stay in teaching. Also, I think there will be opportunities in the future to find funding for the proposal. Our state general fund is growing. FACCC and I have had discussions about ideas that are viable. The bottom line is you've got to pay for what you want.

FACCCTS: What will faculty around the state have to do to make this proposal happen?

MH: They're going to have to become politically involved, understand the pieces of the proposal and engage in a strategy. We need to make our gubernatorial candidates understand. It should become the "do-or-die" issue whether faculty support a candidate. The bill may not be successful this year, but I'll reintroduce it next year knowing we'll have a new governor.

My father told me, "If you fall down six times, you get up seven." He also told "When you don't learn from setbacks and apply them to the future, you're a fool." My father did not raise a fool.

If we can convince future office holders this is a necessary change, we can be successful. Having a former STRS person [Karon Green, principal consultant to the PERSS Committee, is the former STRS legislative advocate] is critical to our success. We're going to be successful. I have no doubt in my mind. I just know it's going to be a lot of work.

Proposed STRS Reforms At A Glance

The FACCC/AFT College Guild proposal would make STRS similar to PERS* in these categories:

Survivor Benefits

STRS: 1.000 year service credit

PERS: Benefits are payable based on whether or not the member was eligible for retirement at the time of death.

Age Formula After Age 60

STRS: Same as 60 — 2 percent

PERS: 2.134 at age 61, 2.272 at age 62, 2.418 at age 63

Final Year Compensation:

STRS: Highest average compensation for 36 consecutive months

PERS: Highest average compensation for 12 consecutive months

Automatic Cost-Of-Living-Adjustment

STRS: 2 percent annual simple

PERS: 2 percent annual compounded

Credit For Unused Sick Leave

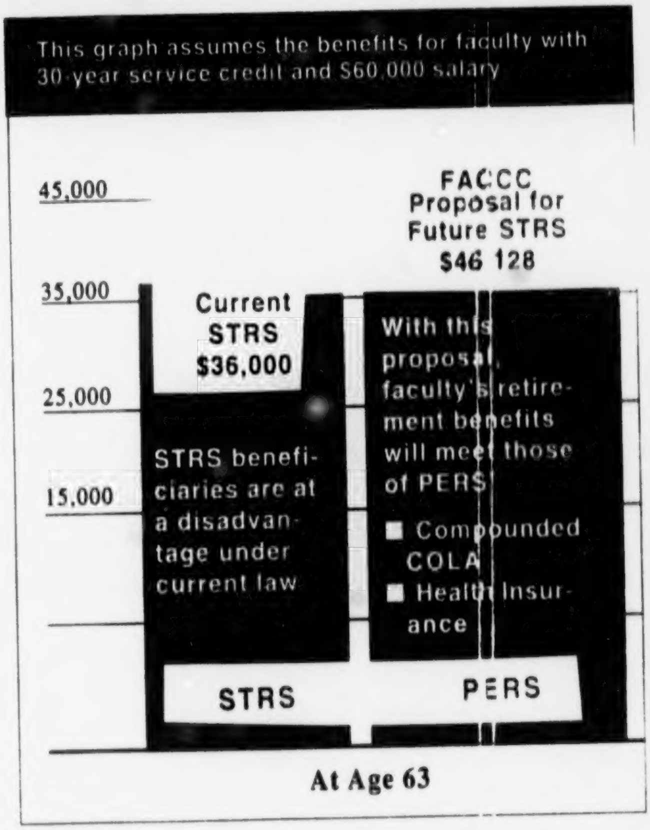
STRS: Yes, for those who were members prior to July 1, 1980

PERS: Yes, for all members regardless of hire date

Health Benefits After Retirement

STRS: Provided only on a district-by-district basis. Districts may choose to provide coverage through the Public Employees' Medical and Hospital Care Act.

PERS: Yes (if a member retires either 120 days of separation of employment with the requisite five, 10, or 20 year vesting requirement)



This graph assumes the benefits for faculty with 30-year service credit and $60,000 salary

What You Can Do To Help

- √ Contact your legislators and Gov. Pete Wilson to tell them you support the FACCC proposal.
- √ Contact the gubernatorial candidates (Al Checchi, Lt. Gov. Gray Davis, Representative Jane Harman, and Attorney General Dan Lungren) and tell them you support this proposal. ftf

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** Comparisons are with the PERS Tier I plan, which is closed to new employees*

Council Votes to Oppose Proposition 226

The State Faculty Council voted on the following issues Feb. 28 in Pasadena. The council is comprised of current FACCC Board of Governors members, former FACCC presidents, and council members.

It was *moved* (Evelyn "Sam" Weiss/John Smith) to **confirm the FACCC Board of Governors' prior temporary appointment of Ricardo Almeraz** of Allan Hancock College to fill a vacated Governor-at-large term. **Passed.**

President Leslie Smith reported the **nominations for the 1998 FACCC elections.** Candidates for officer positions gave brief campaign speeches.

Smith presented the recommended motions as a consent calendar; one recommended motion was pulled off the consent calendar for further discussion. It was *moved* (John McDowell/John Smith) to adopt the following motions:

- that FACCC **reaffirm its support of the 60 percent law** as it currently supports tenure;
- that FACCC **reaffirm its support of the 50 percent rule** requiring at least 50 percent of the general fund expenditures be spent on instruction;
- that FACCC **reaffirm the concept of shared governance** and its implementation through local processes and that FACCC seek to protect shared governance as the Ed Code is revised and rewritten;
- that FACCC **oppose Proposition 226 (Labor Union Check-Off Measure)** which would severely impede the ability to maintain the FACCC PAC;
- that the FACCC Board of Governors is urged to do a **comprehensive review of the FACCC By-laws** and to bring recommended amendments to the 1999 annual meeting; and
- that FACCC **seek legislation that requires the Chancellor's Office CCC to accurately report the actual full-time/part-time ratio,** statewide, by district and by college, to promote accountability. **Passed.**

OTHER MOTIONS: It was *moved* (Deborah Sweitzer/Zoe Close) to adopt the amended motion: that FACCC oppose performance-based funding as proposed by the Chancellor and Governor and seek to modify "Partnership for Excellence" to recognize and account for those factors and influences beyond the control of the college to "level the playing field" for districts and students, thus maintaining community colleges as the open access institutions for all students. **Passed.**

In response to a recommended motion regarding **accreditation standards** and the part-time/full-time faculty ratio, it was the consensus of the body that the FACCC Executive Committee should contact the Executive Committee of the Academic Senate to seek consideration by the accreditation commission.

It was *moved* (Margaret Quan/*multiple, unidentified*) to amend Article III, Section 1 of the FACCC bylaws, by adding paragraph (d):

(d.) **Contractual Membership** — Any faculty person in a district which has a professional services contract in effect with FACCC shall be accorded all of the benefits, rights, privileges, duties and responsibilities of regular membership without having to pay individual membership dues. Such membership shall immediately terminate when an individual ceases being on the faculty of a district having such a contract or upon termination of the contract.

If there is less than full payment to FACCC of the amounts specified in the contract, contractual members will not be entitled to vote on any FACCC matters unless or until the full amount is paid or the FACCC Board of Governors authorizes voting privileges on terms it deems appropriate. **Passed.**

It was *moved* (John Smith/*multiple, unidentified*) to amend Article XII, Section 1 of the FACCC bylaws to read: Amendments to these By-laws or the Articles of Incorporation may be made in one of two ways: (a) By recommendation of the Board of Governors at an annual meeting, with ratification by a majority of those voting (b) By written petition of ten or more Faculty Members of this association at an annual meeting, with ratification by a majority of those voting. **Passed.**

Curriculum Modification

We Can Do This — We Can Do More!

In the political dynamics of the 1990s, welfare reform has emerged as an attractive policy for Democrats and Republicans alike.

Arguments supporting welfare reform legislation included "welfare reform reinforces family values," "welfare reform promotes the work ethic and its tendency toward self-realization and fulfillment," "welfare reform saves the taxpayer money," among many others. To implement "welfare reform," Congress passed federal legislation called Temporary Assistance to Needy Families, which delegated implementation to the states within broad federal guidelines and provided bloc grant funding to them.

...the actual laws and regulations that constitute "welfare reform" are seriously flawed and need to be changed.

In response to TANF, the California legislature passed AB 1542, known as Work Opportunities and Responsibility for Kids (CalWORKs), which delegated implementation of welfare reform to the county level. Welfare reform regulations vary from county to county, but the essence is "work first, education later and (preferably) on your own."

Regulations issued by most of the counties in California prevent the welfare client from being supported in an education/training occupational program for more than one year. Lacking the support of a spouse or parents, few welfare clients find it possible to take courses in a career ladder, two-year occupational program under the new rules requiring that they also work more than half-time. This limitation hampers their opportunity for obtaining jobs beyond entry-level. As a result, these clients lose out on jobs that have job security and pay higher wages. Even though significant political support exists for changing welfare as we know it, ***the actual laws and implementing regulations that constitute "welfare reform" are seriously flawed and need to be changed.***

by S. Craig Justice,
Chaffey College

In the context of community college education and opportunities for students to increase their income and job security, welfare regulations limit the community colleges in fulfilling one of their most important missions, namely, advanced "career ladder" occupational education. This limitation clearly and negatively affects the individual welfare client since it limits the aid recipient's ability to get an education that significantly enhances family income and job security. In turn, because the individual aid recipient has not attained job skills beyond entry-level, she or he runs a much higher risk of unemployment (and further welfare dependency) during a recession. Recessions destroy jobs, particularly entry-level jobs, thus threatening job security and family income. Sadly, students currently receiving welfare who might benefit from education and training and who would likely increase their incomes and standards of living, thus helping themselves and their children, will not be allowed to do so. ***As long as these flaws persist, welfare reform can never be the overwhelmingly positive social change its supporters say it is.***

In spite of these flaws, California's community colleges must respond to the welfare reform challenge. They, along with Private Industry Councils (PICs), private training institutes, and other education/training organizations, are the main providers of education and training services specifically designed to prepare recipients for employable occupational skills. These skills must lead to unsubsidized entry-level employment, and training cannot typically last more than one year. Community colleges "do" occupational education exceptionally well. Many programs already exist offering excellent education and training in numerous occupational fields. We need some new occupational programs, and need to redesign and streamline some existing ones. As counties clarify the rules of the game, colleges see more clearly the task ahead.

In addressing the task of educating and training welfare clients, each district by now should have completed (or should now be in the process of completing) the following:

- A ***needs analysis*** of current and prospective ***clientele,*** who are important members of the community deserving of our educational services. The clientele that colleges will be most successful with are those who have completed, or who are capable of completing, a high school education. Thousands of welfare clients attend community colleges now. These are SIPPs—Self-Initiated Program Participants—who come to us through the Greater Avenues for Independence program (GAIN), which was an earlier incarnation in California of welfare-to-work. Most of them want to pursue a four-year education, although that goal will apparently not be facilitated as county regulations typically prohibit participation in an educational program longer than one year.
- A ***review of Basic Skills offerings*** that can assist the public assistance recipients who are not yet college-or training-ready, but who may become ***training-ready*** within a year's time. Let's face it, basic skills programs are likely to emerge as a key educational component for those students who have significant, but surmountable, basic skills deficits. Basic skills are learned best when "infused" or integrated with the core occupational curriculum. As the figure below indicates, however, these clients (identified as "Group B-Not Training Ready") will need more time to complete their program. Alas, current regulations issued by most counties myopically don't provide additional time for this group. This flaw needs to be addressed, and addressed soon.

Please see Basic Skills figure, opposite page

- A ***review of existing certificate and degree programs*** so that the student who wishes to complete a one-year certificate program currently offered by the college may do so on time and thus ***qualify for an entry-level job*** in the community. In many cases, certificate programs that are more than 18 units can be split into entry-level, intermediate-level, and advanced-level **tiers.** By identifying entry-level job needs in the local college district, and matching these needs with a corresponding entry-level certificate, occupational programs can provide the education the welfare client needs to get a job.
- A ***review of "fits and gaps"*** in job training and occupational education within the college district, with economic development staff and faculty collaborating to design the most effective curriculum. Where "fits" exist, review to ensure programs are teaching current information; where "gaps" exist, develop curriculum so that new college offerings can close the gaps. Economic development units in college districts will (and should) play an increasingly vital role in fulfilling the college's mission in educating welfare clients. Each district is a member of a regional consortium, which by now should have completed a needs analysis of current occupational education and training services offered relative to the specific job training and education needs of businesses in each college district. "Fits" exist when programs meets needs; "Gaps" are when programs don't meet needs. We should consider new program and course curriculum development in these cases. The faculty's role and responsibilities, especially the curriculum committees and the academic senates, will rapidly expand as the need for new curriculum is identified. Faculty should get involved in their local economic development plans.
- ***Review modes of teaching educational content and providing student services.*** Modes that are **effective** usually:

√ Maintain a highly supportive learning/teaching environment so that students can attain objectives **on time.**

√ Provide continuous **feedback** to the student (and the instructor) about learning progress. Programs that enable the student to make competency-based progress through the curriculum work best.

√ Define **open-entry, open-exit** to mean *"multiple opportunities to start a program of study"* (for example, "every third week within a semester") for students who are referred at odd times in the traditional semester calendar. Students who for whatever reason have to drop out may easily re-enter the program at the next entry point.

√ Design **zero-unit laboratory courses** that support lecture courses. This mode meets both the students' learning needs as well as the clock hour verification requirements of the county welfare agencies. Counties do not seem to understand, or recognize, the Carnegie unit standard that says one lecture hour credit means one hour of lecture contact plus two hours of work outside of lecture, or a total of three hours work per credit unit each week. Outside hours could be clocked in a lab setting instead of the home. The lab assignments should be highly directive and mastery-oriented, supporting the goals and objectives of the course that the lab supports. Since zero-unit lab courses do not earn credits for the student, the double dipping issue of getting additional credit for homework disappears.

Meeting The Challenge

We can do this! That is, we can (and should) provide high-quality, successful education/training programs for welfare clients. The needed curriculum already exists, although some re-packaging and redesign may be in order, and perhaps we will have to rethink delivery modes of our services, but we can do this, and we already see many colleges doing it now. Welfare reform, the community colleges' response to it, and the curriculum redesign needed to extend and fulfill the community colleges' expanded mission is a massive undertaking. As long as resources are allocated to support the new effort, as long as faculty are involved throughout the process, there can be little doubt: we can do this!

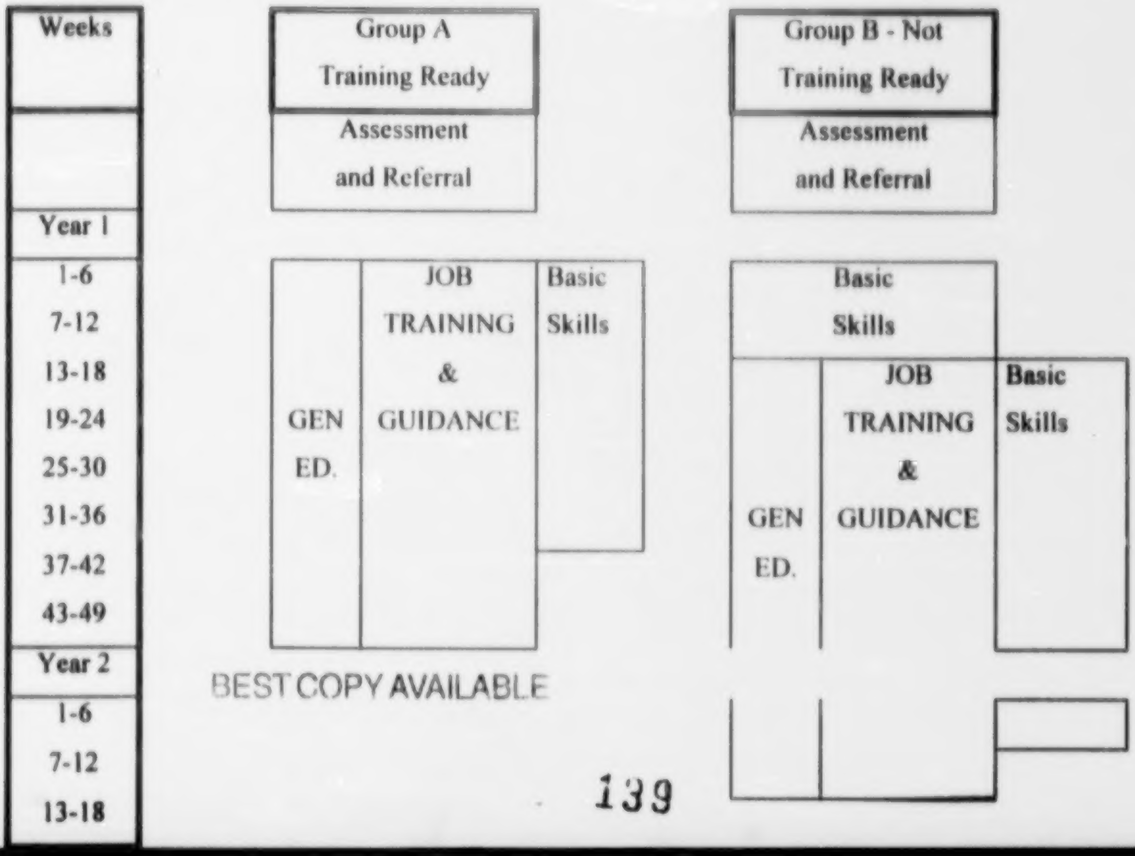
But we can do more! That is, we need to change laws and regulations to allow welfare clients to attend college for two years (or more), not just the single year commonly permitted in current regulations. FACCC and other higher education advocates need to tackle this political challenge.

Current laws and regulations deny our students many opportunities to increase their incomes and living standards. These same laws will deprive society of tax dollars that could be collected from employed, self-fulfilled workers who earn higher wages. So the question is not, "Can community colleges respond and help in ways meaningful to the aid recipients and to taxpayers?" We know that we can. Rather, the question is, "Will the policy makers give community colleges the chance to educate aid recipients in programs best suited for their talents and goals?" Not to do so would be a tragic waste of human potential.

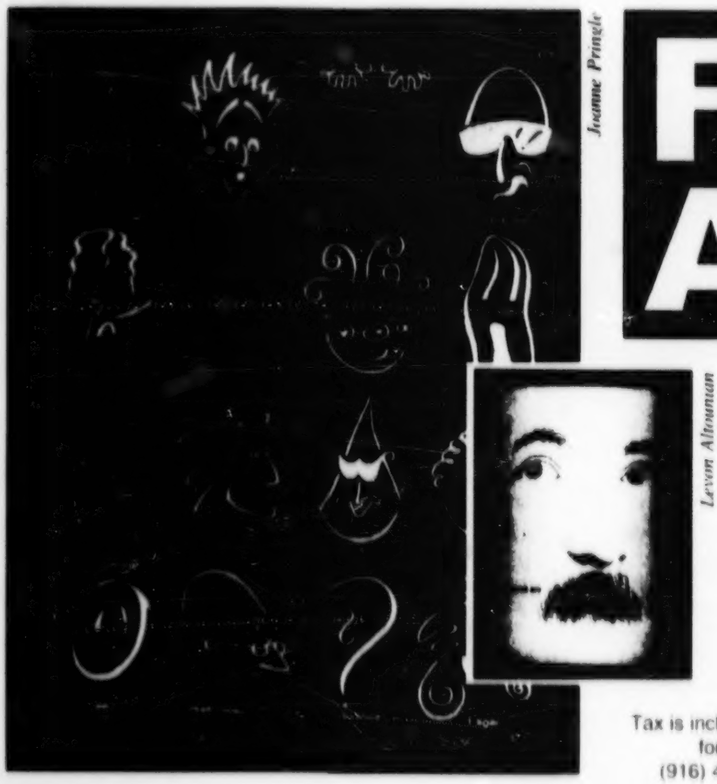
S. Craig Justice holds a doctorate in economics and has been teaching since 1974. He is chairman of the curriculum committee at Chaffey College.

Basic Skills And Training Readiness

Group A is ready for a college education/training program, and is thus likely to be able to complete it within a year's time. Group B is not yet ready and will need more time to complete any program selected. Other combinations are possible but not shown.



Weeks
Year 1
1-6
7-12
13-18
19-24
25-30
31-36
37-42
43-49
Year 2
1-6
7-12
13-18
Group A
Training Ready
Assessment and Referral
GEN ED.
JOB TRAINING & GUIDANCE
Basic Skills
Group B - Not Training Ready
Assessment and Referral
Basic Skills
GEN ED.
JOB TRAINING & GUIDANCE
Basic Skills



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The Mistress of Words

Chitra Divakaruni

Chitra Banerjee Divakaruni never thought she'd become a writer.

It wasn't until long after she left Calcutta 20 years ago that she began dabbling in writing. Now a creative writing instructor at Foothill College, Divakaruni's 10-year writing career has reached stratospheric heights.

Her novel *The Mistress of Spices* will be made into a movie, and both it and her short story collection *Arranged Marriage* have been critically acclaimed. The latter was chosen as the November 1997 selection for *The Sacramento Bee* Book Club, and she recently appeared on the cover of the *San Francisco Review*.

Divakaruni's newest work is a collection of poems called *Leaving Yuba City*, which reflects her interest in her culture's history and the experience of the earliest immigrants at the turn of the century who came to work on the railroads.

Chitra Banerjee Divakaruni

Her writing has allowed the spotlight to shine on domestic violence, a recurring theme in her stories. She co-founded MAITRI, the Bay Area-based hotline for battered south Asia women.

Despite her success, Divakaruni is refreshingly humble, and demonstrates poise and grace. She is down-to-earth, and very funny, as she revealed in her Feb. 25 appearance at UC Davis for the "Women Who Speak the Truth" series. She told the audience she recently destroyed all her early poems.

"They were very nostalgic and very sentimental," she said with a grin. "And very bad."

Living in the U.S. made her a writer, she said, by giving her the desire and impetus to write.

"I didn't really see my culture," she said. "I was too close to it." Then, she began to think about her culture more when the things she took for granted were no longer available in her everyday life.

"Coming to America for me was an amazing experience that began to change me the moment I sat in the airplane," Divakaruni said, and read her fictionalized account of the experience in the short story "Silver Pavements, Golden Roofs" from *Arranged Marriage*. The character is so eager to board the plane to America that she bumps into a flight attendant, then quickly apologizes to the woman who is "so blond, so American."

> "No problem," she replies, her smile as golden as the wavy hair that falls in perfect curls to her shoulder. I have never heard the expression before. *No problem*, I whisper to myself as I make my way down the aisle, in love with the exotic syllables. *No problem.*

Divakaruni explores the new identities immigrants must create for themselves when they come to America.

"...Leaving your past behind, moving physically toward a future," she said. "That's a moment for me that's very potent and powerful."

"Even though I've been in this country for almost 20 years, I'm still discovering what it means."

Divakaruni has a doctorate in English from UC Berkeley, has received several awards including the American Book Award, and has had her work published in the *New Yorker*. Her work has also been published in 50 anthologies.

In between being a wife, mother of two boys, and a creative writing professor, Divakaruni makes time to write in her office every day. She said she appreciates the sabbatical Foothill College gave her to work on her novel.

continued on next page

**by Katherine Martinez,
FACCCTS Managing Editor**

continued from previous page

"*The Mistress of Spices* is a very different kind of book, of myth and magic," the author said. "I wanted this book to be about the ancient, mythic India."

At its core is a woman named Tilo. She is trained in the magic and power of the spices and tends a small shop in Oakland. Tilo uses the spices — used in India for cooking, healing and prayer services — to help customers who come into her shop, but is forbidden from becoming personally involved with them. She struggles between loyalty to her craft and her desire for happiness when she falls in love with an American customer.

Divakaruni told the audience about a near-death experience she had during the complicated birth of her youngest son. She was struggling to hang onto life. She felt herself leave her body and look down on the earth as though she were in an airplane.

"I had the feeling that these were not fields; these were many lives," she said.

She couldn't distinguish people, but felt there was very much "a oneness" connecting them all. She thought about the idea that we go through many lives, but only remember one.

Then Divakaruni heard a voice that spoke what was to become the first line of her novel: "I am a mistress of spices." And she stopped being afraid.

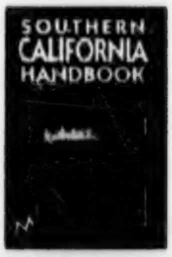
"We're all part of this thing called life," the author said. "The boundaries don't really exist; they're dissolvable. I try to dissolve some of those boundaries."

And her modesty shows again.

"I do feel that a lot of what I write comes from this deeper, wiser source," she said, adding she doesn't feel proud of her work, "just thankful I can make it happen." ▪

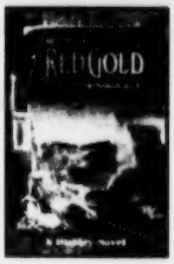
At press time, FACCC had plans for faculty members to access the on-line bookstore, amazon.com, through its Web site at http://www.faccc.org/books.htm. **Several of Divakaruni's books are available at a discount. The who don't have Web access can place their orders through FACCC.**

FACCC Discount Book Service



MO-2 ***Southern California Handbook,*** by Kim Weir, former FACCC communications director. Explorations of Disneyland and Los Angeles mark only the beginning of this book's freewheeling coverage. With an insider's eye and storyteller's touch, the author reveals travel possibilities in all of SoCal. $19.50. FACCC Member Price: **$15.95**

HP-3 ***On Being a Conceptual Animal,*** by Arthur Niehoff. Learn the ultimate in being human — how you perceive the world of man and nature through concepts. This book is a captivating account of how one anthropologist went from concept to concept through a lifetime, and how the perceived world changed as a consequence. It's a journey you will also take. Learn how to be truly human and enjoy the process. 320 pages, paperback. The Hominid Press. $13.50. FACCC Member Price: **$10.50**



BH-1 ***River of Red Gold,*** by Naida West, former **American River College** instructor. This extraordinary blend of history and literature set on the Cosumnes River interweaves the lives of Miwok native Maria, soldier and would-be ranchero Pedro Valdez and Donner Party survivor Elitha Donner, 14, showing their fates as the Gold Rush overtook them. Based on a true story. Historical endnotes. **Winner, 1997 Gold Award: Best Book, Sacramento Publishers' Association.** 624 pages, paperback. Bridge House Books. $18.00. FACCC Member price: **$15.00**

➢ **DP-1** ***Voices of Diversity: Perspectives on American Political Ideals and Institutions,*** by Pat Andrews of **West Valley College.** This book brings together two primary sources: the eloquent words of American women and minority group members raised in protest at the unfair treatment; and the government responses. 287 pages, Dushkin Publishing Group. $12.00. FACCC Member price: **$9.00**

Book Review

Acosta's Works Provide Window To His Soul

Oscar "Zeta" Acosta: The Uncollected Works, Ed. by Ilan Stavans. Arte Público Press, Houston. 301 pages. $14.95. FACCC member price: **$11.00**

Oscar "Zeta" Acosta:
THE UNCOLLECTED WORKS
EDITED BY ILAN STAVANS

Reviewed by Alicia Dienst

A man of tremendous passion and convictions, Oscar "Zeta" Acosta lived many lives.

He was a soldier, a minister, a jazz musician, a lawyer, an activist, a novelist, a poet (some would say a failed one), and an essayist. He championed Chicano rights during America's most turbulent times. He traveled with Hunter S. Thompson. He went to jail for drug possession. And, as his death has never been confirmed, he may yet have lives to lead.

This collection of "uncollected works" reads rather like Zeta's life. From autobiographical sketches to poetry, short stories, allegories, and his actual will and testament, these compositions are scattered in a miasma of consciousness and events, filling the pages without explanation, though not necessarily without order. They tell the story of a man alienated by his race, by his class, by his politics, by his misogyny, and in some ways, by his very need for justice for his people, *La Raza*.

Challenging the stereotypes of the passive Chicano, Acosta took the activist's path during the height of the civil rights movement. The collection draws the audience in with his self-revelatory style and his childhood stories. But the themes of racial and class discrimination riddle his life and fuel his passion for justice and racial equality. His struggles with his mental health and failed relationship with his wife are revealed not only in his letters, but in his sometimes brutal tales of the human condition. In letters he writes to his wife while recovering from a nervous breakdown, he desperately pleads for forgiveness. But in his will, he spurns her.

This group of works also reveals the sometimes caustic nature of Acosta's voice. He makes no attempt to make his message digestible. He predicts in a speech to Latino law students that in three years he will work in opposition to the very students to whom he speaks.

About the disadvantages his father had being Latino, he writes, "Writing this crap makes me feel like some sort of jackass sociologist, which is the last thing I want to be." ("From Whence I Came")In his candidacy notice for Los Angeles County Sheriff, he begins with his anarchist goal to eliminate the office.

The Uncollected Works reminds us of the need for ferocity in the struggle for social justice. In a time when we find it especially difficult to address, let alone challenge, institutionalized racism, classism and ethical dilemmas in our society, this book is an inspiration — and a warning.

Alicia Dienst is a former FACCC legislative aide.

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College Leaders Tackle Plans For the Future

System Issues
Thursday, Feb. 26

by Lois Yamakoshi, Los Medanos College

With the 21st century rapidly descending upon us, could you name the top three challenges at your college?

Although we might have individual differences, a general consensus would point to statewide issues of underfunding, welfare reform, and the Education Code — what can we do to influence a better future?

FACCC president Leslie Smith of City College of San Francisco facilitated a panel discussion on system issues, "actions that are in place now and will affect the California Community Colleges system."

Darroch "Rocky" Young, vice president of planning and development for Santa Monica College, briefed faculty members on the highlights of the **"2005 Vision for California Community Colleges Task Force Report,"** meant to be a vision statement. This report combined research and data from the colleges' history and compared the statistics to other states to recommend strategies that would help community colleges serve "all who can profit from instruction" by the year 2005. Young described how the "development of growth must be done in a more planned and thoughtful manner" so the colleges might reach a goal of at least 78 per 1,000 adults participating in community college education with a recommended $6,500 per Full Time Equivalent Student by the year 2005.

Christopher Cabaldon, vice chancellor of governmental relations and external affairs, gave the **Chancellor's Office perspective.** Its "2005 Strategic Response," a separate document from the task force's report, is a "strategic response, not a vision, for the 21st century. We must do a better job of informing others, particularly legislators, about the CCC system. In part because of legislative turnover and lack of finding, the Master Plan is fading away."

Cabaldon said the Chancellor's Office has not yet decided what Education Code changes are necessary: "That's why Gerald Hayward was hired: the point is not to eliminate the Ed Code but rather to review the principles and mission of the system to reinforce the Master Plan."

Jerry Hayward, director of Policy Analysis for California Education, elaborated upon his given task. He will lead a **review of the Ed Code** within four conditions of excellence: access, accountability, and equity (fairness). He discussed five areas of concern: system governance, lack of institutional memory, the Chancellor's Office, shared governance and collective bargaining. System governance is a key issue, as there must be a better connection between the CCC system and college priorities. Due to the lack of "institutional memory" among legislators, Hayward suggested that legislative power be moved to the CCC Board of Governors or that colleges at least clearly delineate the Legislature's prerogatives compared to CCCBOG or college districts.

Hayward reported that rather the Chancellor's Office can supply strong leadership and technical assistance. Hayward's shared governance comments came after he looked into the "best" and "worst" colleges. What he found was that "the key was not the shared governance mechanism but rather some of the people involved : [Bill] Scroggins [of the Academic Senate] and [David] Viar [of the Community College League of California] are working in the right direction — a position step to be encouraged." Finally on the collective bargaining front, Hayward worked with Senator Cary Rodda for 10 years and sees no need to recommend against collective bargaining: "statewide collective bargaining makes little sense as such a diversity exists in local districts."

Hayward welcomed comments from everyone asking us to use his e-mail address hayward@ns.net.

Kathleen Nelson, CalWORKS coordinator for the colleges, gave an overview of **welfare reform efforts.** A report shows problem areas in collaboration with community partners, child care vouchers, supplanting of funds and accountability where no processes nor systems are in place. Her department is working on a question-and-answer document through the listserve — subscribe by sending a message to mailserv@cerritos.edu and post a message by sending to ccc-CalWORKS- LIST@cerritos.edu — although questions seem to arrive daily on issues such as confidentiality, curriculum development and funding.

Although definitive answers are yet to rise above the uncertainty, there are many individuals working toward finding solution. Faculty members need to be involved individually as well as through groups efforts — FACCC will help with the legislative lead.

Elections '98

FACCC Announces Endorsements

At *FACCCTS* press time, the FACCC Board of Governors had not yet made endorsement decisions for all races. The following include FACCC's endorsements so far. Call or e-mail FACCC for updates, and for contact numbers to get involved in local campaigns.

Statewide Offices

Governor — Endorsement pending interviews
Lieutenant Governor — Cruz Bustamante
Treasurer — Phil Angelides
Superintendent of Public Instruction — Delaine Eastin
Attorney General — Bill Lockyer
Controller — Endorsement pending interviews
Insurance Commissioner —Endorsement pending interviews
Secretary of State — No endorsement

State Assembly

AD 1	Virginia Strom-Martin (D) (incumbent)
AD 2	Endorsement pending interviews
AD 3	Endorsement pending interviews
AD 4	Endorsement pending interviews
AD 5	Endorsement pending interviews
AD 6	Kerry Mazzoni (D) (incumbent)
AD 7	John Latimer (D)
AD 8	Helen Thomson (D) (incumbent)
AD 9	Endorsement pending interviews
AD 10	Endorsement pendings interviews
AD 11	Tom Torlakson (D) (incumbent)
AD 12	Kevin Shelley (D) (incumbent).
AD 13	Carole Migden (D) (incumbent)
AD 14	Dion Aroner (D) (incumbent)
AD 15	Endorsement pending primary result
AD 16	Don Perata (D) (incumbent)
AD 17	Mike Machado (D) (incumbent)
AD 18	Ellen Corbett (D)
AD 19	Lou Papan (D) (incumbent)
AD 20	John Dutra, Sr. (D)
AD 21	Ted Lempert (D) (incumbent)
AD 22	Elaine White-Alquist (D) (incumbent)
AD 23	Mike Honda (D) (incumbent)

continued on next page

Facts About Payroll, Bilingual Ed Initiatives

Proposition 226 — No

Proposition 226 (Employee Payroll Deduction) **is an anti-employee initiative** put on the ballot by pro-voucher activists who want to limit your voice in determining education policy. Under the guise of "reform" it creates an unnecessary obstacle to your participation in politics through your employee-rights organization.

Prop 226 is unnecessary, unfair and almost certainly unconstitutional, according to William Gould, a Stanford Law School professor who is chairman of the National Labor Relations Board in Washington, D.C. The NLRB oversees all private sector labor-management relations.

Gould has said Prop 226 was designed to deny workers and their families a voice in "protecting their living standards through the political process."

Prop 226 has two basic provisions:

1. An employee-rights organizations may not use any member's money for candidate contributions or ballot initiatives, collected from voluntary check-off or dues, unless authorized by each individual member *every 12 months* on a form developed by the Fair Political Practices Commission.
2. Current law prohibiting foreign contributions to candidates is restated.

Myth: Forcing members of employee rights organizations to hand over a portion of their paycheck to contribute to political activities is a form of extortion.

Fact: Members already have the option of redirecting the portion of membership dues spent on political causes. A worker can't be forced to join a union or association and help

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Elections '98

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AD 24	Jim Cunneen (R) (incumbent)
AD 25	No endorsement
AD 26	Dennis Cardoza (D) (incumbent)
AD 27	Fred Keeley (D) (incumbent)
AD 28	Endorsement pending primary result
AD 29	Endorsement pending interviews
AD 30	Endorsement pending interviews
AD 31	Sarah Reyes (D)
AD 32	Roy Ashburn (R) (incumbent)
AD 33	No endorsement
AD 34	No endorsement
AD 35	Hanna-Beth Jackson (D)
AD 36	No endorsement
AD 37	Endorsement pending interviews
AD 38	Endorsement pending primary result
AD 39	Tony Cardenas (D) (incumbent)
AD 40	Robert Hertzberg (D) (incumbent)
AD 41	Sheila James Kuehl (D) (incumbent)
AD 42	Wally Knox (D) (incumbent)
AD 43	Scott Wildman (D) (incumbent)
AD 44	Jack Scott (D) (incumbent)
AD 45	Antonio Villaraigosa, (D) (incumbent)
AD 46	Gil Cedillo (D) (incumbent)
AD 47	Joey Hill (D)
AD 48	Rod Wright (D) (incumbent)
AD 49	Judy Chu and Gloria Romero (both endorsed)
AD 50	Marco Firebaugh (D)
AD 51	Edward Vincent (D) (incumbent)
AD 52	Carl Washington (D) (incumbent)
AD 53	Zeke Zeidler (D)
AD 54	Endorsement pending primary result
AD 55	Dick Floyd (D) (incumbent)
AD 56	Sally Havice (D) (incumbent)
AD 57	Martin Gallegos (D) (incumbent)
AD 58	Endorsement pending interviews
AD 59	No endorsement
AD 60	Endorsement pending interviews
AD 61	Endorsement pending interviews
AD 62	Endorsement pending interviews
AD 63	Endorsement pending interviews
AD 64	Rod Pacheco (R) (incumbent)
AD 65	Brett Granlund (R) (incumbent)
AD 66	No endorsement
AD 67	Endorsement pending primary result
AD 68	Endorsement pending primary result
AD 69	Endorsement pending interviews
AD 70	Endorsement pending interviews
AD 71	Endorsement pending interviews
AD 72	Endorsement pending interviews
AD 73	Endorsement pending primary result
AD 74	No endorsement
AD 75	Endorsement pending interviews
AD 76	Susan Davis (D) (incumbent)
AD 77	No endorsement
AD 78	Howard Wayne (D) (incumbent)
AD 79	Denise Ducheny (D) (incumbent)
AD 80	No endorsement

State Senate

SD 2	Wesley Chesbro (D)
SD 4	No endorsement
SD 6	Deborah Ortiz (D)
SD 8	Jackie Speier (D)
SD 10	Endorsement pending primary result
SD 12	Sal Cannella (D)
SD 14	Chuck Poochigian (R)
SD 16	Jim Costa (D) (incumbent)
SD 18	Jack O'Connell (D) (incumbent)
SD 20	Richard Katz (D)
SD 22	Richard Polanco (D) (incumbent)
SD 24	Hilda Solis (D) (incumbent)
SD 26	Endorsement pending primary result
SD 28	Debra Bowen (D)
SD 30	Martha Escutia (D)
SD 32	Joe Baca (D)
SD 34	No endorsement
SD 36	No endorsement
SD 38	No endorsement
SD 40	Steve Peace (D) (incumbent)

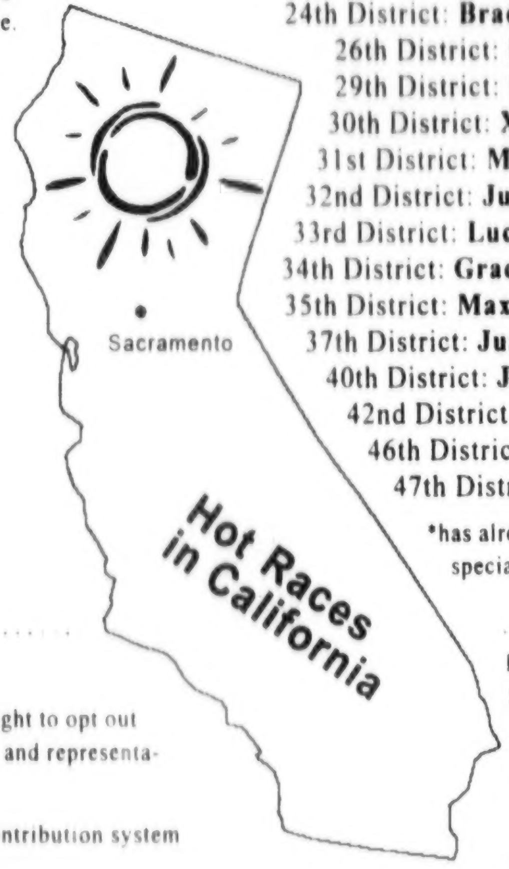
Elections '98

FACCC Announces California Congressional Endorsements

FACCC endorses the following candidates based on their responses to a questionnaire.

1st District: **Mike Thompson (D)**
5th District: **Robert Matsui (D)**
6th District: **Lynn Woosley (D)**
7th District: **George Miller (D)**
8th District: **Nancy Pelosi (D)**
9th District: **Barbara Lee (D)***
10th District: **Ellen Tauscher (D)**
12th District: **Tom Lantos (D)**
13th District: **Pete Stark (D)**
14th District: **Anna Eshoo (D)**
15th District: **Tom Campbell (R)**
16th District: **Zoe Lofgren (D)**
17th District: **Sam Farr (D)**
18th District: **Gary Condit (D)**
20th District: **Calvin Dooley (D)**
21st District: **William Thomas (R)**
22nd District: **Lois Capps (D)***
24th District: **Brad Sherman (D)**
26th District: **Howard Berman (D)**
29th District: **Henry Waxman (D)**
30th District: **Xavier Becerra (D)**
31st District: **Mathew G. Martinez (D)**
32nd District: **Julian C. Dixon (D)**
33rd District: **Lucille Roybal-Allard (D)**
34th District: **Grace Napolitano (D)**
35th District: **Maxine Waters (D)**
37th District: **Juanita McDonald (D)**
40th District: **Jerry Lewis (R)**
42nd District: **George Brown (D)**
46th District: **Loretta Sanchez (D)**
47th District: **Christopher Cox (R)**

*has already won the seat in a special election.



Props

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if they do not agree, any worker has the right to opt out and confine fees to the cost of bargaining and representation in the workplace.

Myth: Prop 226 makes the campaign contribution system in California fair.

Fact: Actually, Prop 226 makes the system more unfair by implementing a secondary set of rules for working families. **This further tips the balance of power** in favor of corporations, which already outspend unions by about eight to one.

Prop 226 will not reduce foreign contributions to federal, state and local candidates. Current federal law already prohibits such contributions.

Prop 226 would create more paperwork and red tape for employers and would require a complex bureaucratic maze of authorizations and forms for employees to be involved in politics through their employee rights organization.

If Prop 226 passes, Medicare, Social Security, public education, health and safety regulation, and environmental protections that protect working Californians will be at risk. And even if part of the initiative is found unconstitutional by a court, the whole initiative will not be invalidated because it has "severability clause" — only those provisions found unconstitutional can be invalidated.

Proposition 227 — No

Except under very restricted conditions (in which parents request continued native language instruction for their children) **Prop 227 would end bilingual education for children in California.** This initiative is poorly written; it would allow parents for the first time to sue teachers over curriculum issues. It also takes away local control (districts with programs that work well wouldn't be able to continue them) and will cost $50 million a year to implement.

Nine Districts May Apply For Office Hour Money

About nine community college districts intend to tap into the $2 million in state money reserved for part-time faculty office hours during 1997-98.

FACCC-sponsored AB 301 (Cunneen) established the program, which encourages districts to offer paid office hours to part-timers by reimbursing districts for up to half the costs.

Seven districts answered a survey indicating their intent to seek state reimbursement, according to Patrick Ryan of the Chancellor's Office fiscal services unit. Two other districts, **Los Angeles and Rio Hondo,** called to express interest in the program. The seven districts are **Grossmont-Cuyamaca, Los Rios, Monterey, San Luis Obispo, Solano, Sonoma and West Valley-Mission.**

The seven districts' reimbursements will total about $666,000.

Districts seeking reimbursement for part-time faculty office hours need to submit claim forms by June 1 for payment in the June apportionment.

If many districts participate in the office hours program, and total reimbursement requests exceed the $2 million budgeted, it may create pressure at the state level to provide additional funding for the program in the future.

Who Is Eligible For Paid Office Hours?

Recent postings on the part-time faculty listserve have shown that some part-timers are confused about whether they are eligible for weekly paid office hours under AB 301.

Eligible part-time faculty include those who teach at least a 40 percent load, but not more than 60 percent of the hours considered a full-time assignment as defined by the local district.

These office hours must be negotiated, are voluntary for the local district and will not count toward the 60 percent requirement. Compensation for the office hours are left up to the collective bargaining process.

Part-Time Faculty, Full-Time Professionals

by Margaret Quan

The impact that part-time faculty members have on the community college system is enormous and many are beginning to realize that they're an asset, not a liability.

Of course, part-timers are not close to attaining equity yet, but let's look at the gains we've made in the past few years with the passage of these FACCC-sponsored bills:

AB 1122 (Cannella) provided a more accurate calculation of **State Teachers' Retirement System service credit** for part-time faculty, permitting quicker vesting;

AB 3099 (Campbell) provided funding for **health insurance** for "freewau flyers" and their dependents; AB 1298 (Ducheny) Cash Balance Plan, gave us an **alternative STRS plan** with immediate vesting rights; And AB 301 (Cunneen) provided funding for **paid office hours** for eligible part-time faculty.

Some of the above are not mandatory and must be negotiated in each district. Others need fine-tuning, such as the STRS service credit calculation. AB 1166 (House), would set minimum standards for accurate STRS computations.

Other bills that part-time faculty should keep an eye on are SB 877 (Vasconcellos) to create a state budget category to increase the number of full-time positions. SB 2085 (Burton) would amend the current Cash Balance Plan and require all districts to offer this STRS plan to an employee. AB 954 (Martinez) establishes seniority rights. SB 1848 (Karnette) mandates pro rata pay, and AB 1714 (Wildman) would fund 2,000 new full-time faculty positions a year for the next five years.

FACCC fully supports these legislative efforts on behalf of part-time faculty, but it can't do it alone. **Part-timers can do their part to help by writing, faxing and e-mailing their state legislators to ask for their support.**

No Cocoons Await These L.A. Pierce Retirees

Retirement may cuts ties to the college community, but not for the many faculty members who have joined retirement associations.

Sandra Schulman and her husband, Benson, a retired English instructor, taught during what she calls "the glory days" of Los Angeles Pierce College in the 1970s when community colleges became increasingly popular and the enrollment at Pierce swelled to 27,000. Faculty members were a close-knit group.

"We had good students, we had a good life teaching at Pierce," Schulman said.

At the suggestion of fellow retiree Iz Rosenberg, Schulman and her husband, who both accepted a golden handshake in 1989 with about 28 other faculty, decided to revive the retired faculty association two years ago. They received no help from the administration, but are working with the college's foundation on projects such as a gift to celebrate the college's 50th year.

"We were sort of annoyed after retiring that we never received information [about the college]," she said. "It was as if we didn't exist. You get nostalgic when you get older; we wanted to know what was happening with each other."

A lot of people did. "Pierce Emereti Professors" has been greeted with enthusiasm by its 100 members in its first two years. Dues are $10 per year. PEP's newsletter, "Emeriti Highlights," features the popular "What's Cooking?" column sprinkled with bits of news about members' activities. About 40 people attended the May 1997 semi-annual luncheon.

> "People are living longer and they're more vital and alive and they don't want to be put on the shelf."
>
> — Sandra Schulman

Emeriti Highlights

The newsletter is one of the best things about PEP memberhsip, Schulman said.

"It's something that ties us together," she said, "especially the people who have moved out of the area seem to be thrilled and delighted."

The association is also planning to offer an honorarium of $250 or $500 to a current faculty member to buy whatever he or she needs to enhance their teaching. A peer committee would chose the recipient.

"We want them to know they're appreciated," Schulman said. "...I know that when I was teaching at Pierce I never had enough money for supplies."

"People are living longer and they're more vital and alive," Schulman said, "and they don't want to be put on the shelf."

FACCCTS conducted an informal e-mail poll of its State Faculty Council last fall, asking members if their campus has a retired faculty association. These other colleges have retired faculty/staff associations, according to respondents:

Cerritos College (Cerritos College Retired Faculty Association), **Chabot College** (Chabot Association of Retired Employees), **College of the Sequoias, Diablo Valley College, Cuyamaca and Grossmont Colleges, Foothill-DeAnza CCD** (Foothill-DeAnza Retirees Association), Los Angeles AFT College Guild (Emeritus Chapter), **Rio Hondo College** (Emeriti Society), **Ventura County CCD** (Moorpark, Oxnard, and Ventura colleges share a retired faculty association).

Contact Katherine Martinez at (916) 447-8555 or writefaccc@aol.com to suggest story ideas for "The Good Life."

Advocacy & Learning

FACCCTOTUM

Americans will put up with anything as long as it doesn't block traffic.
— Dan Rather

Nothing strengthens the judgment and quickens the conscience like individual responsibility.
— Elizabeth Cady Stanton

It is not enough to have a good mind. The main thing is to use it well.
— Rene Descartes

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.
— Abigail Adams

Don't be afraid to go out on a limb. That's where the fruit is.
— Anonymous

Never confuse motion with action.
— Benjamin Franklin

Learning is not compulsory...neither is survival.
— W. Edwards Deming

A minute's success pays the failure of years.
— Robert Browning

Sometimes being pushed to the wall gives you the momentum necessary to get over it!
— Peter de Jager

We are the music, while the music lasts.
— T.S. Eliot

In order to succeed, we must first believe that we can.
— Michael Korda

A wise man gets more use from his enemies than a fool from his friends.
— Baltasar Gracian

There are three ingredients to the good life; learning, earning and yearning.
— Christopher Morley

The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn and relearn.
— Alvin Toffler

Each One Teach One

FACCC is relying on you to recruit colleagues and help reach its goal of 10,000 members by the year 2000.

More members means more political influence in Sacramento, where legislators make decisions that affect you, your students and all the California Community Colleges.

For more information on the "Each One Teach One" campaign and how to become eligible for prizes in 1998-99, contact Field Director Lyndon Marie Thomson at (916) 447-8555 or LyndonMT@aol.com

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